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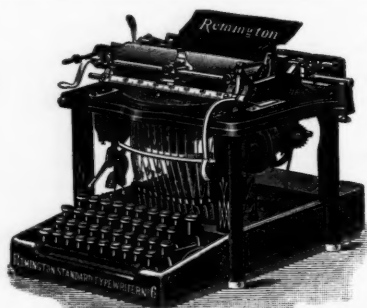
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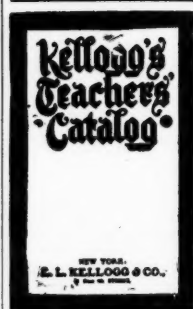
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# THE SCHOOL JOURNAL

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## Opportunities and Possibilities for Moral Training in the Morning Exercises.

By Miss Mattie Higgins, Principal Sheridan School, Elgin, Ill.

Each morning as soon as the school bell rings there are gathered together in our rooms children from homes of various degrees of culture, wealth, and of various nationalities. All come to the same school to be taught the same lessons by the same teacher. There is John, too old for his grade, in school because he would rather stay there than work, sitting in front of Jane, the studious, quiet little lass of the kind that makes teaching a pleasure; while across the aisle sits that energetic, ever-present, typical American small boy, just glowing from healthy exercise, with a great potentiality toward resisting anything monotonous, quick to grasp the situation and become a leader for evil or good as evil or good as is best presented to him. Some of the pupils have been studying since half past eight, others have been hurried from home or were disturbed or fretted on the way to school. All these, O teacher! are poured into our educational mills; all these to be ground out the best American citizens possible. They await the beginning of the day and need something sweet and uplifting to unify their thoughts and attune them ethically to the day's work. "At the weekly services of our churches," says the president of Johns Hopkins university, "it is customary to begin with the reading of a verse or two from scripture for the purpose of putting the congregation in a proper state of mind for the exercises which are to follow." How necessary it is that the opening exercises of our schools should do for our young people what the preliminary church exercise does for its worshipers.

If, as most of us concede, the school of to-day is a social organization in itself, reaching out and touching other life to which it is closely related at every possible point, and so making its own life fuller and richer, then it would seem that all things tending to unify that organization and make each individual member of it feel his relation to the whole, and his responsibility for the whole, are vital to the life of the organization. Whatever will put the child into possession of himself and his material, and establish the habit of using these freely and with understanding and taste for the profit and pleasure of the community, must make for the adaptability and power necessary to meet the changed conditions which the large life of the world and his future American citizenship are likely to lay upon him. To meet such demand will arithmetic drills or daily tasks do? Take a little time for the larger ideals of education. Take time for that which is greatest.

The period for the morning exercises is necessarily short. Ten minutes each day are usually given both in the grades and high school. This necessary brevity of time is in itself a value. The exercise must be concise, appropriate, and well planned. It gives steadiness and purpose to the result, the expression must be orderly, careful, and accurate. The opening minutes seem to give direction to the

whole day's work. It is of little value to teach a child to read without giving along with that knowledge a desire for the best in literature. We teach him language, ability to express his thoughts—what thoughts do we give him to express? We teach him to write—what? He studies civics, what is his idea of a citizen? Surely the highest ideals of our teaching—character, true citizenship, and patriotism—well may be made to direct all work thruout every day and it is good to have a time set distinctly apart, when pupils and teacher can freely discuss, one with his limited expression, the other with her wider experience, the underlying principle of honesty, desire for right, self-control, truthfulness, sympathy, punctuality, virtues which are necessary to the well balanced citizen of our republic.

Therefore we have in our schools each morning varied opening exercises. In the grades there are numerous forms of which the following mentioned in the order of their popularity with the pupils are the most common: Reading, or talks by the teacher, current events, music, quotations, scripture-quotations, readings therefrom, or Bible stories,—talks on prominent Americans, talks by pupils on trips they have taken, recitation of poems memorized by individuals or by the school, special topics prepared and discussed by pupils, and discussion of stereopticon views. The exercises in the high school consists of talks by teacher, preachers and other citizens, reading by teachers, recitations by pupils, current events, music, experiments, and informal debating.

### Bible Lessons.

It is interesting to note the extent to which the Bible is used in our public schools; 72 per cent. of our teachers make use of it in their morning exercises. In many rooms the Lord's Prayer and Twenty-third Psalm are often repeated. Proverbs and the beatitudes are learned and are recited; and various parts of the psalms and gospels referring to Thanksgiving or Christmas are read or learned. Then, too, the teacher tells or reads, sometimes both, the stories of Joseph and other heroes of Hebrew history, drawing therefrom lessons of most of the moral principals of life. Great care is taken to avoid all reference to church or creed. These exercises, of course, show the direct use of the Bible. All teachers, according to the answers to the questions recently sent out by Mr. Whitney, teach the Bible lessons of truth, right, justice, and love. It is not of vital importance whether the child learns the Bible quotations. "The heavens declare the glory of God," or "Earth with her thousand voices praises God." "Better is a little with the righteous than great revenues without right;" or "Let us have faith that right makes might, and in that faith let us dare to do our duty." Whether from the Bible, "Know the truth, and the truth shall make you free," or from Charles Dickens, "There is nothing so strong, and



safe in any emergency of life, as simple truth;" whether, "Whatsoever things are honest, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue, if there be any praise, think on these things," or "We will strive together for all that is noble and good," "There is a true light that lighteth every man that cometh into the world," and dimly, uncertainly, perhaps at first the children receive these lessons, until in time the light dawns in fuller radiance, their minds rise to the higher levels and the thoughts are woven into their own experiences.

#### Readings.

One of the most enjoyable of our exercises, as the children themselves say, is reading by the teacher. Then the greater thoughts of the master are vitalized by the teacher's own personality. If you doubt it, read Paul Revere's ride to your class, if they can understand it. Note the effect of the hurried march in the village street, the excitement of the ride, the sigh of intense interest when you come to "You know the rest." Such an experience makes one feel that there will always be some one "ready to ride and spread the alarm."

The talks and suggestions, the charm of voice and manner, all make the teacher's reading appeal very closely to the children. Teachers generally read selections that would be too difficult for the pupils to read themselves, such as Enoch Arden, selections from the Idylls of the King, Pippa Passes, Vision of Sir Launfal, in fact, I believe the reading of some of the more difficult masterpieces should be done, for the first time, at least, by the teacher; for they are spiritual things and their beauty will be marred by unskilful handling. Pupils may be allowed to read selections from patriotic collections in our school libraries referring to the period of history under consideration, such as Cortez and Montezuma, Stories of Columbus, Pioneer History Stories, Grandfather's Story of Bunker Hill, orations of Patrick Henry and Daniel Webster. They may read Hale's Man Without a Country. They enjoy reading poems touching the country being studied in geography, or the stories of great artists and musicians.

It has been found that pupils are enjoying their current events given at the morning exercise period next to the reading of the teacher. Possibly this may be because this feature of the morning exercise is receiving special attention; possibly because there is a war to be discussed just now. It is the time to teach the pupil to discriminate between important and unimportant items, to show judgment in deferring decisions from day to day, to look on both sides of a question, to broaden the sympathies, to feel the universal brotherhood of man. Anyone who recalls the first news item brought in by a class will realize the moral value of directing newspaper reading along lines of thought and culture. The subject to be discussed, probably the Japanese army, Russian ports, or news of the day at Washington, is assigned to the room or to a certain number of pupils. Then the papers or magazines where the matter is discussed are mentioned, and the children look up the facts, either telling or reading their information to the school. Many teachers are finding in the letters of Curtis a valuable exercise for the school work.

#### Music.

In most schools music forms a part of the morning exercises. Occasionally instrumental music is given. Oftener the children sing selections from songs in season, Gaynor Song Book, or Music

Primer in Primary Grades, or devotional and patriotic songs taken from the Natural Music Reader or Cicilian Series in the upper grades. Music has always been recognized as a great unifying, socializing influence. People who sing together are, for the time being, moved by one impulse and one thought; it is the one art thru which the spirit of the whole can be expressed in a single result. These daily exercises give opportunity for the whole school to live together in a most intense spiritual way. Let them sing our national songs enthusiastically but beautifully. Let their minds be filled with the grandeur of "Come, Thou Almighty King," "Lead, Kindly Light," "O Paradise," and "Jerusalem, the Golden." Let them have often for an opening exercise the beautiful songs of the season. After eight or twelve years of such training higher musical ideals will be developed, and much of our rag time music and many of our trashy hymns will disappear. Then, too, in grades where instrumental music can be provided, the children can hear interpreted beautiful music, which is, as yet, beyond their skill, and they learn to listen and hear with intelligence, which is an essential part of musical training. In nearly every upper grade room, some of the children are able to play the piano well. They are always willing to play either for their own room or for the smaller children. Then, too, the pupils thoroly enjoy music from some outside source, a beautiful instrumental or vocal solo gives them a great deal of pleasure. Often a number of children in a building can play the violin, mandolin, or other stringed instruments well. They thoroly enjoy playing together as an orchestra, and are always willing to do their part in making the morning exercise pleasant.

#### Literary and Patriotic Lines.

Let us remember that children are sensitive to rhythm, tone, quality, and feeling. So on quotation day, each quotation should be smoothly given, simply voiced, interpreted. It should then be left to work its own work in its own way unconsciously into their characters. There are three ways of taking up these quotations that have proven especially helpful. First, an exercise may be devoted to quotations from a given author, when selections chosen by the pupils, under the guidance of the teacher, are given. With Longfellow, Whittier, Lowell, the Cary sisters, Masterpieces of American Literature, and Open Sesame in our school libraries—surely a wealth of material for such an exercise is at hand. Let them choose and memorize only the best. Many rooms learn a memory gem or part of a poem every morning. The poems best loved, which stay with us the longest, were learned in our youth. Each child feels the spirit and is unconsciously lifted by his quotations. Let them link the snowfall with lines from the dearly loved Snow-bound; bring Hawthorne to tell his Wonder Stories; and Longfellow to sing the music of his Hiawatha. Let them give glimpses of the life of the Orient, nor neglect the Iliad or Odyssey, stories of old Greece, when gods ruled on Mount Olympus and culture swayed the world. Keep these high ideals before the children, and kindle in them a desire to explore these Elysian fields of which they thus obtain a glimpse.

Again, some subject, such as liberty, independence, or patriotism, is made the motif, so to speak, of the opening exercises. Let the children get the true ideas of those three words; they mean so much to every American. Lay the foundations of future citizenship broad and deep. Can a child, ever, in his mind, at least, substitute lawlessness for independence after appreciating that "Common right is naught but the protection of all radiating over



the rights of each," or, "My rights leave off where the rights of another begin." "The True Citizen" abounds in quotations that are helpful along this line. Will the child not have a new idea of patriotism and his government when he learns that right conduct has been the aim of our greatest leaders, from our first president, who said, "Of all the dispositions and habits that lead to political prosperity, religion and morality are indispensable supports," to our president of to-day, of whom it is well said: "He cares not what others think; 'Is the thing right?' is the question that concerns him;" from Clay, who would rather be right than president, to Lincoln, who desired strength to do the right as God gave him to see the right. With such ideas of freedom and popular government, then "Independence can be our boast," and we shall have citizens "who are ever mindful what it cost."

Some teachers have found it a pleasant morning exercise to have children give quotations from the literature they are studying. The children certainly enjoy this exercise and give the quotations with appreciation and understanding. Let them say as often as they desire, "If you wish a thing to be well done, you must do it yourself; you must not leave it to others." Chivalry rings out in lines from Scott's "Ivanhoe;" steadfastness and loyalty from "Lady of the Lake;" wholesome faith and love of nature from "Snow-Bound;" unselfishness from Dickens' "Christmas Carol;" the moulding influence of deep ideals from the "Great Stone Face," and many lessons of truth, kindness, obedience, and love from our school readers. Many of the poems in these readers are learned, such as, "A Child's Thought," "Song of the Brook," "The Bright Side," "The Waterdrop," "The Village Blacksmith," "Flowers in Rain," "All Things Beautiful Night and Day," "The Barefoot Boy," and many others. The children enjoy repeating these for opening exercises. There is a whole life lesson in the following poem, which I hear them repeat occasionally:

"Is it raining, little flower?  
Be glad of rain;  
Too much sun would wither thee,  
'Twill shine again.  
The clouds are dark,  
'Tis true;  
But right behind  
Shines the blue."

#### The Special Days.

Occasionally the teacher desires an idea to control the work of an extended period time, say, for a month. Then there can be a broadening out of all these daily exercises. We should celebrate the great racial festivals: Thanksgiving, Nature's great climax; Christmas, the triumph of light over darkness, of good over evil; Easter, the new life of spring, the regeneration of the spirit. A study of these festivals gives a spiritual insight into the hopes and aspirations of the race, the continuity of history, the brotherhood of man. We should celebrate our national holidays, several of which come in February. Cannot that month be devoted to the thought of patriotism and loyalty? Lead the children in story, poem, and song to a true meaning of what it is to be an American. A pleasing exercise of this nature was given in a second and third grade room on a Friday morning in February. All thru the month the children had been talking and singing of their country, Washington, Lincoln, and their flag. The Friday before Washington's birthday was chosen for the final general exercise. Eager faces looked upon the flag that had been draped for the occasion in the front of the room. Nothing was said. The teacher stepped

quietly to her organ and played the opening strains of the "Red, White, and Blue." They sang that. Then followed "I Know Three Little Sisters," "Our Bonny Flag," and "There Are Many Flags." The singing was sweet, the voices in unison thrilling with the feeling they were just beginning to understand. Then followed a short talk by the teacher and pupils on "Our Flag"—the first flag—stars—stripes—meaning of the red, white, and blue, bravery, truth, and purity. After that all the children rose and sang the Salute Song from Songs in Season, and then gave the formal salute to the flag. Thus the teacher bound together in a connected way her whole work for the entire month.

February is also a month of birthdays—a month to study Longfellow and Lowell. One room studied Longfellow and learned beautiful quotations from a number of his poems. When the final general exercise was given, quotations had been selected from the following poems: The Builders, The Psalm of Life, The River Charles, My Lost Youth, Children, Children's Hour, Daybreak, The Reaper and the Flowers, the Arrow and the Song, The Village Blacksmith, Excelsior, Paul Revere's Ride, and The Day is Done. Thirteen of Longfellow's finest poems were represented in that exercise and the quotations were given with taste and appreciation.

Morning talks by teachers and others have furnished uplifting ideas to pupils and inspiration to better living. Moral living implies a knowledge of the right, and a force of will directed toward that right in a degree strong enough to result in proper action. This last force is especially added when the pupil, after gaining a true idea, has the thought impressed upon him by one whose life and character he respects. Such talks given by our preachers, as Reserve Power, the Effect of Labor on Value, and Value of Preparation, teach moral lessons indirectly, but in a way that counts. Other citizens have given our pupils valuable talks. No teacher likes to formally moralize, but the natural unaffected talk with pupils before beginning the day's work is a valuable exercise, and opportunities for such talks are abundant.

In a first grade room the children came in one stormy morning all excitement over the beautiful snow. After the morning song and prayer they all sang softly "Tracks in the Snow." The teacher then told the story of the little raindrop that became an ice needle, joined others on the way to earth, making a snowflake coming to see what good it could do. It fell with many others on a garden and helped to keep the little seeds warm in the cold winter. The children were questioned as to what is most beautiful about the snow. They thought its whiteness was the chief beauty. Then in a pretty little talk the teacher gave the suggestion that God looks upon little boys and girls who do right as whiter and more beautiful than the snow. After that the children repeated very softly selections from the "First Snowfall," closing with

"This is the way the snow comes down,  
Softly, softly falling."

All had seen in a new way the beauty and significance of the snow.

Some teachers, especially in our upper grades, have days set apart for systematic opening exercises; that is, a day for current events, a day for quotations, a day for music, etc. This gives the pupil a responsibility in the program and makes him always alert for something valuable for the opening exercises. Other teachers like to arrange little surprises for their pupils, seldom letting them know, except in the case of quotations, what is to

come next day. Both ways are used with success. I wish to mention the beautiful custom, prevailing in the lower grades, of sending the children home in the afternoon with the thought of a beautiful song, or poem, or story in their minds—a fitting closing exercise.

Some of the results of these exercises are immediate; the disappearance of the restlessness, of the nervous strain, of the self-consciousness. We soon see the tendency to self-control, sanity, poise, courtesy, and order. The united spirit in attacking the day's work is always noticeable after an inspiring beginning. Other effects seem more remote; are of slow growth, but are character forming and permanent; such as making the children more considerate and helpful, enlarging their ideals, and obtaining a truer meaning of living. These, the most valuable results, must be of slow growth to be permanent.

Do the pupils enjoy these exercises? It interested me to know what the pupils themselves thought of them. One child said: "I like to have my teacher read a story for opening exercises because it gives us good things to think about during the day. Then when I hear a little about any subject I want to learn more, so it makes me want to read stories for myself."

"I like to get news items for opening exercises the best," wrote another. "They keep me interested in the outside world, and give us something interesting to do in the evening, to hunt them up."

Another said: "I like quotations because they teach us the thoughts of great poets and authors, such as Whittier, Longfellow, Lowell, and Hawthorne. Quotations are good for the brain. If I keep my mind full of good thoughts I will not have time to think of evil ones, and some day I may be as great and good a man as Roosevelt."

I have mentioned some of the ways by which we are trying to help our children, by song and story, by talks and poems. We, as teachers, desire to develop high-minded, true-hearted men and women, citizens for an ideal republic. We are trying to teach them that "Education is a better safeguard of liberty than a standing army;" that "The strength of the nation is in the intelligent and well-ordered homes of the people;" that "The noblest motive is the public good," and that "He who reigns within himself is more than a king."

We are trying to instil a respect for hard work, and a desire in the child to be a cause, a mover of things. We want each child to make the ideas his own when we read to him or teach him such thoughts as these: "Work wields the weapons of power, wins the palm of success, and wears the crown of victory;" "The difference between one boy and another lies not so much in talent as in energy;" "Success grows out of the struggles to overcome difficulties."

We are trying to have them admire and desire nobility of character; hence, our talks on great men, both our national heroes and our great men of literature. We want them to have moral courage, happy thoughts for the day, to add pleasure and brightness to their lives—some never get much brightness except at school,—to let some sunshine and blue glint thru the grey routine of existence; we want to enlarge the imagination, the eye whose vision is never limited; we want to awaken an appreciation of beauty. We have done much for the children if we have been able to link with their everyday commonplace a thought of beauty. We want to create a desire for more intellectual pleasure, "to let the spiritual grow up unconsciously." In brief, we are trying by these general exercises to lay the foundations for fine, strong, sturdy people, true to the right, firm in purpose, broad-

minded, cultured, honest, loyal to God and home and country, the true Americans.

## The Private School.\*

By ARTHUR GILMAN, Principal of the Cambridge School.

The first requisite of the early New England schoolmaster was that he "should be sound in the faith," and the first New England college was founded in order to raise up a godly ministry. The parents and masters were the earliest teachers in that part of the country, and it was not until it was found that many of them neglected to train their children in "learning and labor," that the state took up the business of education. The first schools there were private schools, and when the state took up the work it was not intended to make a great divergence from the original, for the pupils were a homogeneous collection of boys, and the separation of the state from the church had not yet been thought of.

The influx of immigrants, from other lands than England, of persons having different religious faith or none, has led to one great modification of the character of the schools sustained by the state, but it has not brought about any limitation of the right of citizens to carry on independent schools in which religion may be taught after any creed whatever. The teaching of religion, at first the greatest and most important function of the teacher, has been taken quite out of the domain of the school sustained by the state, and it has been of necessity carried on by the private school or not at all. Education, at first left entirely to private initiative, has been so largely taken up by the state that at the present time when the word education is used, public instruction only is meant in almost every instance. In the latest encyclopedia there is no title, "Private Schools," and in the educational gatherings the subject of their maintenance, direction, and management is seldom discussed. In that great gathering in 1903, when 35,000 "educators" met in Boston, there was no discussion of private schools, and the same is true of the St. Louis meeting in 1904. Yet the secretary of education, in his report of 1888-1889, shows that twenty per cent. of the pupils in the cities that he was able to get statistics from were in private schools. Probably ten per cent. of the pupils the country over are not under the management of the public authorities.

In the year 1889, there was a strong effort made in Massachusetts to put the private schools under the control of the state. The following assertions were then made in behalf of the effort: "Parents should be prosecuted for sending their children to a private school, however good." "The state has sovereign power over the education of the young"; the "state is above the conscience of every individual"; "In the state, as the center of supreme civil authority, inheres the right to centralize public instruction. The state is sovereign." Even the then secretary of the Massachusetts board of education, in one of his reports, said: "The teachers hold parental relations to their pupils, and the pupils the relation of children. The elementary education of all the children of the state should be communicated in public common schools organized and directed by state authority." The subject had been carefully discussed previously, but the board had been obliged to acknowledge that "the laws of Massachusetts

\*Portion of an article republished by special permission, from *The World To-day*, for August, 1904.



give the parent a free and full choice between a public and an approved private school for children." Tho this was said, evidently with emphasis on the word "approved," and tho it was asserted that "the state will win," because it was believed by the board that "private enterprise can not long compete with the power and resources of the commonwealth," it was also said that the movement in favor of private schools was not to be met "by restrictive legislation," but by such "improvement of the public schools" as would oblige parents to send their children to them.

The question was thoroly discussed and finally settled. Private schools abound in Massachusetts in spite of the fact that those supported by the state are of a high order, probably inferior to none elsewhere. It seems to have been agreed that it would not do to enact a law that would intervene between the citizen and his church, between the parent and his child, under the guise of educational provisions; to adopt a policy that was held, by some at least, to be wholly foreign to the spirit of our democratic institutions. It would be difficult to show that allegiance to the state demands that parents should of necessity send their children to schools established by the state. It may be said that the state supplies water also, but there is no prohibition hindering a citizen from using Apollinaris or boring an artesian well. Some municipalities supply gas, but he who prefers a tallow-dip is quite free to use it, or he may use electricity if it give him greater satisfaction. The principles of democracy allow a man to wear the best clothes that he can afford in spite of the fact that some fellow citizen is not able to equal him in this respect, or he may wear the worst if he wishes. There is no doubt that the industry of supplying the public with clothing ready made has greatly improved the appearance of the community in general; but no amount of benefit in this respect obliges a man to hesitate to have his coat cut to the measure of his own particular body, if his taste leads him to think that his appearance will be improved in that way. Any effort to restrict citizens in these respects may be characterized, as the Massachusetts effort was characterized, as an attack on patriotism and Americanism, and it would not be permitted to succeed.

If we examine the reasons why parents send their children to private schools, we can not fail to see the great opportunity that the other schools would gladly have, if they could, but which seems quite beyond their grasp. A manager of a school agency quoted in a journal devoted to the interests of public schools, says that "the ideal of the public school is scholarship, and of the private school, culture, which covers scholarship, manners, and uprightness of conduct." Another gives it as his opinion from experience with many persons seeking teachers, that private schools are much more careful in choosing teachers and demand much more of them than public schools do, or can. The average member of a school committee has not been trained to select teachers. He is able to set examination papers, or to have them set, but there is much more necessary, much that no examination paper can reveal, and it is something that can not be produced in court or given in evidence when reasons are demanded. A Massachusetts teacher came to me seeking employment in a private school. She said that she taught in "the ninth grade," in a school near by, had some thirty pupils under her and was obliged to give instruction in all the subjects that they had. Poor private schools may in some cases have large classes, and they may ask a teacher to conduct classes in more subjects than one, but they certainly do not oblige her to spread herself over so many as this. It is

of course beyond doubt that a teacher is stronger in one subject than in another, and that the best interests of the pupil demand that she should not be permitted to "teach" a subject that she is obliged to "get up" as she goes along. And yet, public school teachers have often told me that they are obliged to fit themselves in any new subject that the committee ordains shall be taught. Such teaching must be shallow and often false.

The boy, the girl, is the one for which the school is carried on, and it is his or her interest that ought to be sought, at whatever cost. If I pay \$250 for the instruction of my son in a private school when it cost the city but \$50 to fit him for college each year in the Latin school, it is because there are advantages in small classes and nearness to the teacher in one school which can not be had in the other.

It has been held as an argument against the private school that it is an asylum for the dull, the maimed, and the halt, impossible of improvement in public schools, with a sprinkling of the rich and snobbish. If this were true, it would be an indictment of the public school; for these classes have as good a right as any children to the education provided at lavish expense by the taxpayers. If the public school can not manage these, why can it not? If it can not, why can the private school accomplish the feat? If the dull pupil is the test of the teacher, the public school that turns him over to the private school must confess to failure. The cause for such a failure is found in the reasons alleged for the prescribed course of study just mentioned. Every private school has brought to it, from time to time, pupils begging for admission, because, as the parent says, they have been labeled "dull" or "stupid" by the public school. It is often found that this diagnosis is not correct, that the pupil is neither dull nor stupid, but merely badly taught; that the necessities of large classes and the lack of time have made it impossible for the teacher to open the child's mind. The true teacher accomplishes this opening, and astonishes the parent by showing that the child has been maligned. In the march of the large classes thru the curriculum, the public school brigade is obliged to leave its weak and wounded on the field, until such time as some Red Cross knight from the private school passes that way and takes compassion on their forlorn condition. It is unnecessary to add that the genius is as likely to be left behind as the really dull. It is not safe to go as far as Professor Jowett and say that "education is the grave of the mind," but it is safe to assert that many men who have made their mark have done it in spite of the schools.

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 34th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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E. L. KELLOGG & CO., Educational Publishers,  
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## The Teaching of Spelling.

By IDA C. MESSER CARTER, Teachers College,  
New York City.

We have long conceded that there can be no appreciable growth of the child's mental powers unless his mind is stimulated to action. We likewise agree that every lesson ought to enlarge and enrich his apperceptive basis, so that the assimilation of the next and more difficult problem may be the more easily accomplished. To achieve this result we direct him to seek out that part of his lesson which is either most important, most difficult, or most complex, help him to focus his energy upon it, and then, thru a wise analysis, present its content that, step by step, the new facts will link themselves to those already learned and place themselves in proper relationships.

Now the spelling lesson is, to my mind, the one constituent of our instruction in which these pedagogical principles are most grossly violated. Here we let him grapple with a mass of heterogeneous combinations, give him a gymnastic in mnemonics upon an isolated set of words, and then wonder why the forms he seemed to know in his spelling lesson appear misspelled in the language lesson which follows closely after. We comfort ourselves with the psychologist's discovery, that spellers are born and not made. Spelling thus remains a drudgery to the naturally poor speller, and the naturally good speller sinks into a blissful state of subconsciousness when the usual ten or fifteen minutes for the studying of the spelling words are announced. There is no reason why the study of spelling should not be made an exercise of thought power, nor sufficient psychological ground to believe that the poor speller cannot become master of enough new forms to apply correctly an ordinary vocabulary.

The following list of words was given to a class of boys and girls ranging between the ages of eleven and thirteen, and illustrates the possibility of keeping the child interested and alive with thought energy during the entire study period.

I. The list was neatly written upon the board thus:

sac	variety
flexible collodion	monotonous
vaccination	harmony
chapped	balance
chilblains	design
absorbent	pendant
color	straight
repetition	

(Words were selected from those misspelled in the hygiene lesson and new forms which occurred in instruction in art.)

II. Before the direct study of the form began each word was taken up in some appropriate context, pupils giving the following sentences:

Underneath the epidermis or outer skin we have *sacs* which give it *color*.

*Flexible collodion* is a very good medicine for cuts and bruises. It is used instead of court plaster, because court plaster might not be clean.

If a child wishes to go to school, the teacher has to see his *vaccination* certificate.

If careless people do not dry their hands, they are apt to become *chapped*.

In cold weather, to avoid *chilblains*, we should wear warm shoes and stockings.

*Absorbent* cotton should be used to apply flexible *collodion*.

A *design* that has *variety* is not *monotonous*. A *design* with *variety* is more pleasing to the eye than a *monotonous* one.

The houses of Paris are in *harmony* with one another.

The grocer makes the scales *balance*.

A good artist always makes his pictures *balance*.

III. In our play (drama of Joseph) we had two lying down and one sitting in the middle, in that way they *balanced*.

*Pendant* is the name of a curve which is hanging. It is placed horizontally.

A good design may have *repetition* and yet *variety*.

III. Convinced, by these sentences, that the words had become an actual part of the pupil's mental stock as far as meaning was concerned, the teacher now directed the class to the careful observation of the letters composing the words. She said: "Children, examine the first word. How many letters has it? What is the last letter? (This being the natural stumbling block.) Can you see the word with your eyes closed? (Notice that pupils were not confused by any allusion to the homonyms of sac—sack, sacque.)

The next word: pronounce the syllables carefully.

Pupil: (Ible we've had many times, and flex is spelled as it is pronounced.)

Teacher: What little word forms the last syllable of collodion (on)? (Teacher knew that the tendency is to spell *an* and thus called special attention to the *on*, not mentioning "the tendency" however.)

What else is there to remember about the word?

Pupil: The two l's.

How would you remember the spelling of vaccination?

Pupil: The last part of the word forms our word nation; there are two c's, the first having the sound of k, the second that of s.

In like manner the children were led to observe the "pp" in chapped, the single l in chilblains, the *bent* of *absorbent*, the *or* in color. In monotonous they discovered the little words "not" and "on"; the *mo-ous* took care of themselves. Balance, design, pendant disclosed the little words lance, sign, ant, with which they were already familiar. Careful pronunciation brought out the spelling of *har mo ny*, variety, repetition, and in straight the only difficulty is the gh.

Thus discussed three minutes were given to one more careful look at the words, then they were written from memory. The result was 80% of the class perfect, the highest number of mistakes made by any one pupil—3.

What does this lesson reveal?

I. The pupils made the words a part of their working vocabulary.

II. They actually examined the component parts of the words carefully.

III. They did so with interest, since each question brought out an interesting fact about the word. This helped to fix its form at once.

IV. They learned, above all, how to cope successfully with the next set of words, and how to write correctly words which offered no peculiar difficulty, without wasting valuable time in pure memorizing.

These principles, borne in mind and applied in our instruction, the spelling lesson may become a delight to even the so-called poor speller and eradicate at least one of the great evils which hamper our youth in the use of their mother tongue.

The National Educational Association will meet at Asbury Park, N. J., July 3-7. Pres., Supt. William H. Maxwell, New York City; permanent sec., Irwin Shepard, Winona, Minn.

# The Professional and Financial Side

Conducted by William McAndrew, New York City

## Teachers and Salaries in Pittsburg.

Appreciating the fact that a schedule of salaries should be presented which will be fair and equitable to all concerned, we have concluded that some changes in the present schedule for sub-district schools should be made, not only in the matter of granting additional compensation to teachers, but also in providing stringent rules affecting the classification of teachers so that merit may be rewarded. Heretofore it has been the custom of the board to adopt a schedule of salaries based on the length of service of the teacher. By such a system the inefficient teacher receives the same salary as the proficient teacher. While length of service should receive recognition, as we naturally expect continued service to bring skill, we are of the opinion that proficiency should be the main factor in determining the salary of a teacher.

The schedule we submit herewith and the rules governing the same, we believe to be fair and proper, inasmuch as we provide for an increase of salary for each teacher, and an additional increase will be given to every teacher of specified experience who is shown to be worthy.

We confidently hope that the plan submitted will meet your approval and that of the public and all good and efficient teachers.

With the intention of giving to teachers of extended experience that recognition which their proficiency and progressive professional spirit merit, we hereby present to you for your consideration and adoption the following:

*First.*—That the teachers of the sub-district schools below the eighth grade shall be divided into two classes, to be known as class A and class B. The schedule of salaries for said classes shall be as hereinafter provided for.

*Second.*—That class B shall consist of teachers who have been enrolled in it by a commission created and empowered by this board for that purpose, and all other teachers not so enrolled shall constitute class A.

*Third.*—That the commission be known as the teachers' salary commission and consist of (5) persons:

(a) The superintendent of schools of the city of Pittsburg.

(b) The director of the high school.

(c) The head of the academic department of the high school.

(d) The head of the normal department of the high school.

(e) A principal of a sub-district school, who shall be selected annually by a majority vote of all the principals of the city.

*Fourth.*—The commission shall have the following powers and duties:

(a) To prepare a form of application to be used by each teacher desiring enrollment in class B, and to receive applications for enrollment in said class.

(b) To conduct such investigation at such times and in such manner as may be decided by the commission and as may be deemed necessary that a just conclusion may be reached on the proficiency and progressive spirit of the applicant in her profession.

(c) To report to the various sub-district boards from whose corps of teachers applications have been received, the names of the teachers who have been enrolled in class B; said report to be made before the fifteenth of May in each year, and to recommend to said boards that this enrollment

should secure to class B teachers permanent tenure position during efficiency.

(d) To report to the secretary of the Central Board of Education before the fifteenth of September in each year the names of such teachers as have been enrolled in class B during the year.

*Fifth.*—The following shall be the conditions entitling teachers to make application for enrollment in class B:

(a) They shall have taught at least seven (7) annual terms of ten months each.

(b) They shall hold a permanent certificate, issued by the state of Pennsylvania.

(c) They shall be recommended to the commission by the board of directors of the sub-district in which they are employed at the time of the application, and said recommendation shall have the approval of the principal.

*Sixth.*—The times and place of meeting of the commission shall be left to the discretion of the commission, provided that the work of the commission shall be completed before the fifteenth day of September in each year.

*Seventh.*—No appeal from the decision of the commission will be received; but the applicant to whom enrollment has been refused may make application any year thereafter.

The following schedule of salaries for the school year commencing September, 1905, is recommended for adoption:

### SUB-DISTRICT SCHOOLS.

Principals in charge of buildings with less than 6 teachers, \$1,400 per annum.

6 to 10	"	1,600	"	"
11 to 15	"	1,800	"	"
16 to 20	"	2,000	"	"
21 to 30	"	2,200	"	"
31 to 40	"	2,300	"	"
41 to 50	"	2,400	"	"
Over 50	"	2,500	"	"

Assistant principals in building with principals, 1,000 " "

Assistant principals in charge of separate buildings with 6 to 10 teachers, 1,200 " "

11 to 15 " 1,300 " "

16 or more " 1,400 " "

Teachers in charge of eighth year grade (high school class) exclusively, 950 " "

### TEACHERS OF CLASS A.

First year, \$450 per annum.

Second year, 500 " "

Third year, 550 " "

Fourth year, 600 " "

Fifth year, 650 " "

Sixth year, 700 " "

Seventh year, 750 " "

Above seven years, 800 " "

Graduates of the normal department and of the academic department of the Pittsburg high school and of Pennsylvania State Normal schools shall receive \$500 for the first year's teaching.

### TEACHERS OF CLASS B.

\$900 per annum.

The foregoing report is unanimously submitted.

H. W. SELLERS, Chairman.

B. W. STOUFFER.

J. E. ROTH.

W. H. MCKINSEY.

W. H. MCKELVY.



## Compensation of Men and Women Teachers.

By L. H. Campbell, Providence, R. I.

Sentimentalists frequently say and women likewise that the difference in the salaries paid to men and women in the teaching profession is an injustice to the women and a grievous wrong to them. This tendency seems to become more marked in recent years and in some parts of the country there is a disposition to act upon this theory; there is certainly an increasing cry for equality from the mass of the women teachers. No thoughtful or just person will deny for a single moment that the same work ought to receive equal pay or compensation whether performed by a man or a woman. But there is the greatest possible difference between compensation and the number of dollars received for work. On this difference the discussion hinges. The cry of the sentimentalist and of the woman teacher is for equality of dollars received.

There are certain concessions that may as well be made at the outset. The first is that unusual talent will command its price, whether it is possessed by a man or a woman. The second is that wages are controlled, almost entirely, by the laws of supply and demand, and by competition. Nevertheless the cry is heard that women should receive the same pay as men, and in city school systems economic laws do not always prevail and influential women get their salaries raised, nearer and nearer the standards set for men's, sometimes beyond.

Thru centuries of familiarity with money as a measure of value, the idea has become deeply rooted in the minds of the people that the money received for labor, mental or physical, is the real compensation for it. "Real wages are the remuneration of the laborer as reckoned in the necessities, comforts, and luxuries of life," says Walker. An enlightened view of money is that it is simply a means of enabling the possessor to acquire the desirable things of life as he wills. He who has it can secure food, clothing, drink, lodging, and other necessities as the need arises. It is the medium of exchange whereby one transmutes his labor into the things he needs for the sustenance of life or into present enjoyment, or stores it up for future time. "A guinea," says Adam Smith, "may be considered as a bill for a certain quantity of necessities or conveniences upon all the tradesmen of the neighborhood." Money is not, therefore, an end in itself, but a means. The true reward of all labor is the compensation that comes in the form of food, clothing, lodging, books, travel, recreation, and in a thousand similar forms. These are the things we work for and not for the money. Not the dollars but the standard of living secured thereby is our reward. We consider our salaries good when we have a good standard of living, and we consider our compensation poor when we have a low standard of living.

A careful study of the standards of living prevailing in our country seems to show quite clearly that certain standards prevail among workers in given industries; that is, workers in a given line the country over are living on about the same plane, roughly speaking, in spite of differences in the money compensation. If this is true, and it seems to be approximately, it would seem that there is a tendency to secure for workers of a given kind the same standard or quality of living. Certainly it is true that, where living expenses are low, there we generally find that there is a lower rate of wages, and where the cost of living is high, there we find a tendency to grant higher wages. In the teaching profession itself men will work for

lower salary in one place than in another because of the difference in the cost of living. All of this substantiates the thesis that the true compensation of labor of any kind is found in the quality of living secured.

No thoughtful man would deny for a moment that the *same standard of living* should be granted both men and women in the teaching profession. In some cases this demands the raising of the woman's pay, in others the raising of the man's. In most cases, both should be raised, for both often live on too low a level of comfort. But it will be hard to prove that women should be given a larger supply of the comforts and necessities of life. To grant this would be to put man at economic disadvantage in comparison. Any person, man or woman, who is obliged to compete with another supplied with more abundant capital, whether material or mental, is at a decided disadvantage. One living on narrow resources and with little to spend for the enrichment of life, must go to the wall in competition with one who, in comparison, is richly endowed.

A man is a provider, is set aside by the nature of life to care for others. That this is so is evident from the fact man has received, always, in economic history, as a minimum wage an amount that would support not himself alone but also a wife and children. Where he no longer is expected to support his family wages have dropped accordingly, as in the cotton industry where the compensation of the father has dropped until it is on the same level as the wife's because of the opportunity for the members of his family, including his wife, to support themselves. Equality of money wages means that men will not support families in competition with equal-salaried women teachers.

The advocates of the equal salary always hasten to say that many women have dependents, as aged parents or other members of their families. This is true, but it is not less true of the men. Many a man is caring for aged parents, or supporting younger members of the family while they are in school and providing for a family of his own as well. It would be hard to prove that this condition is more general among women than among men. If it is true, then parents of girls are more helpless than those of boys.

A factor that is not considered is that the support of dependents is generally more costly to man than to woman, as the dependents are generally a part of the household in the case of women but are very frequently a separate household when provided for by the men, for reasons which vary but which will occur to any thoughtful observer.

Society tries to be just in the long run but it cannot do better than to say that, inasmuch as a man has to support wife and children, he must have more, disregarding the few who do not have the expense; and that inasmuch as women do not have the expense of supporting wife and children, they need less, disregarding those who support relatives, even the widows with children. Of course the terms "more" and "less" here refers to dollars. The arrangement is crude and frequently works injustice, no doubt, but the very attempt to allow for the difference is an indication that civilization is not cruel or unmindful of large ends. The bachelor or the childless widower reaps an advantage, the woman with dependents a severe penalty, but it cannot be helped until the millennium comes when men will probably pay salar-



ies adequate to the individual's need without seeking the cheapest applicant.

The argument that a man has a family to support is met frequently by the reply that he voluntarily assumed the burden and therefore should be willing to suffer the handicap and the self-denial involved. It is true that he assumed the care of a family of his own accord, but he is carrying out a duty sacred to the cause of civilization and should not be penalized for it. The future of society demands that the well educated and the fit should be men of families, not less so but more so. The tendency to put off marriage is a cause of alarm to thinkers, when that tendency is exhibited among those best qualified to care for their offspring and to assist in the regeneration of society. When a government puts a premium upon large families as does France, it would seem suicidal to discourage family by any such sentimental cry as that under discussion.

The difference between the salaries of men and women is already distinctly in favor of the women in many of our older and longer settled communities. A man needs not less than three times the salary paid to a woman if he is to live according to the same scale and to lay by proportionately for a rainy day, supporting at the same time a family of moderate size, say three children. A study of saving bank deposits would show, undoubtedly, that the women teachers in a New England city, for example, have deposits far in excess of those of married male teachers. Moreover, there is another woman to consider besides the woman teacher and that one is the wife of the male teacher. She can tell you of scrimping and saving and self-denial more severe than any of the independent woman teacher's. And she is a factor in the work of her husband that cannot be ignored and needs consideration.

Man fills an important place in educational life. The tremendous number of women teachers is a source of danger to our schools—over-feminization of the youth. The masculine influence is needed as a corrective. The cause of the lack of male teachers is the relatively low salaries, and the slight difference between man's and woman's salaries. The masculine influence should be strong. No mere creature in masculine attire will do. The male teacher should first of all be a man and a teacher afterwards.

Virility must be put into our young people as well as the gentler qualities. No price is too great to pay for the highest qualities of manhood and they cannot be bought if the standard of living will not provide for a man's family. The domestic environment that is essential to these qualities cannot be provided on the stipend that is so frequently paid or offered. It is impossible for any one to teach inspiringly on the verge of poverty. The standard of living must allow growth and broad and deep culture. No bachelor can do for our children what the man who has children of his own can do. The man in the school must be a family man from every consideration, and yet be so liberally provided for that his family shall not be a handicap thru the curtailment of books, the loss of leisure for study thru exacting home duties and distracting cares, and worry over financial matters. Men are discredited when put into competition with women on liberal salaries unless they put themselves on a no family basis and thus secure a margin.

The effect of this competition between men and women teachers is seen in many of our city high schools. The difference between the salaries is so small that the men find themselves handicapped. The women are spending vacations in Europe, or

traveling in our own country, or taking post graduate study. The small difference in favor of the men is insufficient to care for their families properly, and many avenues of self-improvement are denied them. In cases where the argument of the sentimentalist has prevailed the male teacher can complain that it is he who has not received equal compensation.

Since the tendencies to put the men at a disadvantage increase, a readjustment must take place sooner or later. Otherwise we shall have schools without men, or the men remaining will be of an inferior sort, men without families and all that family life implies, or men who are living at a low standard, men of no inspiration to the generation given them to inspire.

### Japan's Hoarded Gold.

Nearly 300 years ago the Japanese chief of Owari captured the castle of Osaka and found in it much treasure in gold. This chief gave a large part thereof to his son Norinao, with an injunction that it was to be held for a national emergency. The power of the chiefs disappeared in 1874, when a new form of government consolidated the scattered interests (just as our thirteen states were consolidated into a Union), but this treasure of 300 gold ingots (valued at \$500,000) remained in the vaults of the Owari family. Marquis Girei, the present representative of this family, concluded that "national emergency" contemplated by his ancestor has arisen, and repairing to the tomb of Norinao, in the presence of his relatives he invoked the spirits of his ancestors to witness that the trust had been faithfully observed for 300 years, and that now the gold was to be given to the state. In Japan this evidence of patriotism is considered to be so appropriate as not to arouse comment.



How the tree of knowledge looked to the elementary schools of the fifteenth century.

Instructor teaching two boys the ABC.—Woodcut from a book published in 1490.

## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending December 31, 1904.

The Society of Educational Research, on Tuesday evening last, gave another memorable reception in the hospitable villa of Dr. and Mrs. Isaac L. Rice, on Riverside Drive. M. Yves Guyot, the great French economist, famous as a statesman, writer and orator, was the guest of honor. The enjoyment of the occasion was heightened by the presence of a number of persons distinguished in the world of diplomacy, finance, journalism, jurisprudence, and education. An informal discussion of the economic problems of education was participated in by Professor Guyot, Comptroller Grout, Dr. J. M. Rice, Dr. Richard G. Boone, Dean Kirchway of the Columbia Law School, District Supt. Edward W. Stitt, Dr. Isaac L. Rice, and Ossian Lang. The remarks by Comptroller Grout were largely an arraignment of the excessive uniformizing of education in the graded public school system. He also made the startling assertion that sooner or later the state would have to recognize the educational work done by the private and parochial schools and give them their just due by a just share in the public funds. With teachers who have proved their fitness in a public examination, a course of study approved in its secular features by the proper public officials, and supervision by the authorized school inspectors there could be, he believes, no reasonable objection to letting these schools receive an equitable portion of the moneys needed for the education of the young. The statement of the comptroller is a most remarkable one and is worthy of a more extended discussion than it can well receive here this week; at a later time THE SCHOOL JOURNAL will give it deserved attention.

The encouraging support which the Society of Educational Research is beginning to receive from the working teachers in the schools is due, to no small degree, to the recognition of the desirability of establishing just standards of merit in teaching. At present teachers rarely succeed in obtaining a satisfactory rating of their efficiency. Dr. J. M. Rice stated the case none too severely when he said that the so-called "merit" lists of the present day are graded too largely according to ability "to talk about pedagogy, and not in accordance with efficiency as teachers." This is how he stated the case:

"Under existing conditions there is nothing to prevent persons from securing places at the top of a merit list, who as practical school people belong at the bottom. On the other hand, there is nothing to prevent persons who as practical school people have shown a marked degree of efficiency, from being placed at the bottom instead of at the top of the list. This means, of course, that in places where the so-called merit system is strictly enforced, it is quite in order for markedly inefficient teachers to secure promotions over the heads of eminently efficient ones, and simply because the former can write better essays or can answer more questions than the latter.

"This plan was reduced to the acme of absurdity when I was told, a few months ago, by a superintendent that in the establishment of merit lists in his town no provision had been made for giving credit for efficiency in the appointment of principals, and that efficiency as a principal could not be considered as a factor in appointment. As his reason he stated that outside of an examination in theory there was no basis upon which efficiency could be proved, except that of personal opinion, and that personal opinion differed so much in matters of pedagogy, that what one inspector would call a good school, another would call a poor school, etc., etc."

SCHOOL JOURNAL readers may recall the story

of a tried school superintendent of many years of successful activity in the field, who on being called to a superintendency in another system had to undergo a theoretical examination. He failed to pass the first time. Yet everybody was satisfied that he was eminently capable and ought not to be shut out on a failure to answer an arbitrary set of questions which had no direct bearing upon his work. He had to undergo a second examination, nevertheless, to save the system. Great is the Diana of the Ephesians!

The proper housing and seating of school children is causing considerable anxiety in a number of our growing cities. Unbusiness-like procedure on the part of boards of education is responsible for a large share of the difficulty. In New York City building sites have been left unused, causing loss of taxes and interest, money has been foolishly spent, uptown schools have been favored at the expense of those in the congested districts, etc., etc., etc. Philadelphia, with a record of more than 18,000 pupils improperly accommodated, has so clumsy a school organization that it is next to impossible to locate responsibility; clashes between the Councils, the central board of education and the sectional boards arise whenever the purchasing of school sites comes up for consideration. With the right sort of business administration requiring experts to recommend plans for the solution of the problem and then acting upon these suggestions, at least one-third of the present difficulties might be overcome. But there is yet one other consideration to be constantly kept in mind—and this is the chiefest of them all: the welfare of the children must be paramount. Political log-rolling and other forms of mean selfishness are the fundamental causes of the pitiable condition as regards accommodations in many of our school systems.

Anyone who still hesitates about the existence of Santa Claus, let him read "Is There a Santa Claus?" by Jacob Riis, published by The Macmillan Company. If after reading it he still persists in not believing in the good old Yuletide Saint, there is no hope for him, and he will have to live in darkness the rest of his life. Jacob Riis is personally acquainted with Santa Claus, as are all children unspoiled by the hoar frost of mechanical realism. Every lover of the race should read the charming booklet.

## National Educational Association.

### SPECIAL ANNOUNCEMENT.

The executive committee, after carefully considering all of the invitations referred to them by the board of directors at the St. Louis meeting, have, by unanimous vote, selected Asbury Park and Ocean Grove, N. J., as the place of meeting for the Forty-Fourth Annual Convention of the National Educational Association, July 3 to 7, 1905.

The two connecting municipalities, under the joint name of Asbury Park and Ocean Grove, unite in extending the invitation to the association. A local executive committee has already been appointed.

Sub-committees will be organized to care for other interests and to provide for the work of the convention and the entertainment of the members.

The Coleman house in Asbury Park will be the headquarters of the executive committee. All general sessions will be held in the Ocean Grove auditorium.

The department presidents will hold a meeting



in Chicago, Ill., December 30 and 31, for conference with the president of the association in organizing the various programs for the forty-fourth convention.

William H. Maxwell, president, New York, N. Y.; Irwin Shepard, secretary, Winona, Minn.

### Library Development Abroad.

The development of what may be called "the library idea" is given in the October number of *Public Libraries*. Mr. Melvil Dewey points out that the state has but performed a part of its duty when it has established universities, and equipped technical and professional schools. There will always be a large number who, often from circumstances over which they have had no control, have been debarred from participating in the benefits of these institutions. That these people remain ambitious should be the earnest desire of the state, but home study will generally be their only source of improvement. The public library is, of all the means of this self-development at home, incalculably the most potent.

Public libraries are as old as the great collection of cuneiform tablets which Asher-bani-pal gathered together at Nineveh. But they have always been limited in their power for good by the conception of a library as a vast mass of books stored in one place, to which people came at infrequent intervals for reading and reference. It is just beginning to be realized that the library is not beginning to be useful until it has extended its influence into the isolation of remote farmhouses and the loneliness of distant lumber camps, and until, in the wards of great cities, it is in every home a part of the daily life.

In the recent re-organization of the educational system in the state of New York, the appropriation of one hundred thousand dollars a year for the libraries of the public schools, and the appropriation of about a similar amount for the libraries of the high schools, shows the determination of the authorities to place the Empire state in the lead in utilizing this means of development. New York has also established a distinct public library department permanently organized with a salaried staff. This will be copied, Mr. Dewey says, by every state in the Union in a few years.

The first German public library was opened in 1850, the result of what a German tourist had seen in America. Before that libraries had been for "purposes of scholarly investigation and serious instruction." Since 1897, *Volksbibliotheken* conforming more nearly to the American ideal have been established, but the extension of the means of education to the people is yet to come. The influential classes still continue to treat the people as juveniles.

In France, while the schools, particularly the secondary schools, are well supplied with libraries, the lack of education among the masses of the people has been a great drawback to the general library movement. This movement, which in France owes its inception to our own Benjamin Franklin, is having a remarkable growth at present, altho the libraries are not yet free.

In Austria the government and municipalities could give no aid to the public libraries, and the rich men took no interest, but an exponent of the "library idea" tried the experiment of establishing libraries with a small subscription each month for the users of books. The workingmen did not object to this small tax, and such libraries have multiplied. In Bohemia and the Alpine provinces free libraries are now to be found thru the grants of cities and the gifts of the wealthy.

Denmark is in about the same condition as Germany, there being but poor provision for the serious reading of the so-called middle classes. But the popular libraries, where a small fee is charged, have begun to buy books other than fiction, and the State Library Commission and the Committee for the Promotion of the People's Enlightenment are aiding the libraries in every way.

The Finnish people, with a common school system dating back only half a century, and with the darkening blight of the Russian autocracy resting over all they do, have nevertheless begun a chain of public libraries, and altho yet in its infancy, the enthusiasm of the people gives a good augury for the future.

In Sweden some progress has been made in rendering the libraries in the common schools accessible to the families of pupils, and Stockholm has a library association, composed entirely of workingmen, whose library contains ten thousand volumes, and is much used.

The blamable economy of the authorities in Holland has prevented much extension of the library privileges. Only two towns in the kingdom have free public libraries but there are many small libraries belonging to clubs and societies, and the school libraries can be used by the pupils' families.

As might be expected, Switzerland has taken kindly to the library idea. Few even of the small places are without provision of some sort. The duty of the community to provide and maintain libraries for the public is recognized, and the municipalities are largely increasing their appropriations. Gifts from private sources have never been lacking for the Swiss libraries. The American and English ideal of a library with reading room and circulating department under one roof has not yet been realized in Switzerland, but its establishment is only a question of time.

South Africa is well to the fore. The government of the Cape gives a grant to libraries thruout the colony, and nearly every municipality, however small, contributes to the support of a reading room at least. A subscription fee is charged except in one instance where the library is entirely free to all residents. A conspicuous feature of the Cape policy is the founding and fostering of libraries in places which even in America would not be thought worthy of attention. In the equipment of the school libraries, the authorities at Capetown make a magnificent provision.

The government of New South Wales subsidizes 375 libraries, and the public library of the state lends books, free of charge, to individuals, country libraries, and mechanics institutes, and for this book distribution there is a free library post, but the free public library has not yet entered into the life of the municipalities.

The Honolulu Library and Reading Room Association is supported by a subscription fee of fifty cents a month from each borrower, and by an endowment fund. The library provides foreign newspapers and periodicals in French and German as well as in English, and to high school students it allows the use of its shelves twice a week without dues. More children are desirous of enjoying this privilege than the reading room can accommodate.

The Imperial library at Tokio contains over two hundred thousand volumes, of which forty-five thousand are in European languages. The library is freely used by the public. There are twenty other public libraries in the empire, but few of them are well equipped. They will afford, however, a starting point for the library development which is certain to come ere long in this progressive nation.



## A Syllabus of the History and Principles of Education.

The following is the syllabus of the course in education pursued in the Roman Catholic college of Saint Angela, at New Rochelle, N. Y., Miss Louise E. Tucker having the department in charge. The text-books employed are Butler's "The Meaning of Education," and Williams' "History of Education." The required readings include Maher's "Psychology."

### Part I.—Principles of Education.

#### 1.—The Meaning of Education.

1. What the study of education involves.
2. The three-fold aspect of education.
  - a. The physiological. b. The psychological. c. The sociological.
3. The relation between psychology and education.
4. The basis of the educational process.
5. Infancy, in animals and in man.
6. The physical and psychical significance of the lengthening period of infancy.
7. Infancy as a period of adjustment to,—
  - a. The physical environment. b. The intellectual and moral environment:
8. The distinction between education and instruction and school life.

#### REFERENCES:

1. Maher—Psychology—Last Edition.
2. Butler—The Meaning of Education.
3. James—Talks to Teachers on Psychology and Life's Ideals.

#### 2. The Aim of Education

1. One-sidedness of the physical ideal, the intellectual ideal, or the moral ideal.
2. The true ideal aim of education.
  - a. Culture. b. Efficiency. c. Power.
3. Culture as a conscious adaptation to, and possession of, the five-fold spiritual environment of the race,—
  - a. The scientific. b. The literary. c. The esthetic. d. The institutional. e. The religious.
4. The place of efficiency in education.
5. The sources of power.

#### REFERENCES:

1. Eliot—Educational Reform.
2. Spalding—Education and the Higher Life.
3. Butler—The Meaning of Education.
4. Spencer—Education.
5. Dewey—Psychology.

#### 3. The Presuppositions of Education.

1. The two presuppositions of education—
  - a. Personality. b. Environment.
2. True education a purely human process, distinct from training and from unconscious adaptation to environment.
3. Self-activity as the essence of personality.
4. The meaning and implications of self-activity.

#### REFERENCES:

1. Turner—History of Philosophy.
2. Rosencranz—Philosophy of Education.
- 3.—Herbart—Culture Epoch Theory.

#### 4. The Factors of Education.

1. Education through —
  - a. The family. b. The school. c. The vocation. d. The State. e. The Church.
2. The family as the basis of education.
3. Evolution of the school and of the professional teacher.
4. Normal relationships and interdependence of the several educational factors.
5. The interdependence of these factors and the effect of their co-operation.

#### REFERENCES:

- Butler—The Meaning of Education.
- 2.—Kenlm Digby—Ages of Faith—Mores Catholici.

#### 5 Brief Survey of the History of Education.

1. Relation between the history and the principles of education.
2. Division of the history of education into periods, corresponding to the periods of school life—
  - a. The kindergarten period. b. The elementary period. c. The secondary period. d. The university period.
3. Characteristics of each period.
4. Different types of educational ideals.

#### REFERENCES:

1. Williams—History of Education.

### Part II. History of Education.

Under each nation there will be a discussion of,—

1. Ideals.
2. Educational Content.
3. Methods.
4. Educational Writers.
5. Contributions to Modern Educational Theory and Practice.

The great educational movements will be treated as to,—

1. Causes.
2. Educational effects.

Under each educational leader, or reformer, treatment will be given to,—

1. The man and his writings.
2. His educational ideas.
3. His practical demonstration of those ideas.
4. Criticism.
  - a. Principles. b. Methods.

#### 6. Oriental Education.

(Polytheistic—Panthestic.)

1. The Chinese.
2. The Hindoos.
3. The Egyptians.
4. The Persians.

#### REFERENCES:

1. Laurie—Pre-Christian Education.
2. E. A. W. Budge—Dwellers by the Nile.
3. Wm. I. Chamberlain—Education in India.
4. Williams—History of Education.
5. A. H. Sayce—The Ancient Empires of the East.
6. Giles—China and the Chinese.

#### 7. Greek Education.

(Polytheistic—"Liberal.")

1. Sparta.
2. Athens.
3. The Theories of knowledge and the Educational Theories of—
  - a. Xenophon. b. Plato. c. Socrates. d. Aristotle.

#### REFERENCES:

1. Davidson—Education of the Greek People.
2. Laurie—Pre-Christian Education.
3. Monroe—Source Book for the History of Education for the Greek and Roman Period.
4. Plato—The Republic.
5. Williams—History of Education.
6. Turner—History of Philosophy.
7. Newman's Idea of a University.
8. Azarias—Aristotle and the Christian Church.

#### 8. Roman Education

(Polytheistic—Utilitarian.)

1. Under the Republic.
2. Under the Empire.
- a. Seneca. b. Pliny. c. Cicero. d. Quintilian.

## REFERENCES:

1. Monroe—Source Book.
2. Quintilian—Institutes of Oratory.
3. Laurie—Pre-Christian Education.
4. Turner—History of Philosophy.

## 9. Hebrew Education.

(Monotheistic—as a preparation for Christian Education.)

1. Compulsory education.

## REFERENCES:

1. The Bible—The Old Testament.
2. Laurie—Pre-Christian Education.
3. Leipziger—The Education of the Jews.

## 10. Resume Lessons.

1. Oral Review.

a. How far did each of these nations realize the meaning and aim of education in their modern acceptance? b. What contributions did each nation give to education, in—

- a. Principles. b. Methods. c. Subject-Matter.
- d. Educational Writings.
2. Written Review.

## Part III. Christianity in Education.

## II. The Christian Ideal.

## REFERENCES:

1. Montalembert—Monks of the West.
2. St. Augustine—Confessions.
3. Clement of Alexandria.
4. Healy—Irish Schools.
5. Spalding—Education and the Higher Life.

## 12. Revelation of Christ in its Relation to Education.

## REFERENCES:

1. Conrad Ernesti—St. Jerome on Education.
2. St. Augustine on Education.
3. Montalembert—The Monks of the West.
4. Wishart—Short History of Monks and Monasticism.

## 13. First Organized Expression of Educational Life in the Church.

1. Augustine.
2. Justin.
3. Tertullian.
4. Origen.
5. Clement of Alexandria.
6. Chrysostom.
7. Jerome.
8. Benedict and the Benedictine Order.
9. Gregory of Caesarea.
10. Basil.

## REFERENCES:

1. Montalembert—Monks of the West.
2. Confessions of St. Augustine.
3. Brother Azarias—Essays Educational.
4. Augusta T. Drane—Christian Schools and Scholars.
5. Rev. E. Magevney—Christian Education in the Dark Ages.
6. Wishart—Short History of Monks and Monasticism.

## 14. Period of Charlemagne.

1. Alcuin.
2. The Palace Schools.

## REFERENCES:

1. J. B. Mullinger—The Schools of Charles the Great.
2. Brother Azarias—Essays Educational.
3. Augusta T. Drane—Christian Schools.
4. M. F. Monnier—Alcuin et Charlemagne.

5. Brother Azarias—The Primary School in the Middle Ages.

6. Rule—Life of St. Anselm

## 15. The Italian Renaissance.

1. The historical significance of the Renaissance.
2. The Renaissance as an Educational Revolution.
3. Effects of the Renaissance upon the—  

a. Subject-matter.	} of Education.
b. Methods.	
c. Purposes.	
4. Dante.
5. Petrarch.
6. Boccaccio.
7. Ariosto.

## REFERENCES:

1. Pater—The Renaissance.
2. Erasmus—The Praise of Folly.
3. Augusta T. Drane—Christian Schools and Scholars.
4. Ozanam—Dante and the Philosophy of the 13th Century.

## 16. Scholasticism: Education as an Intellectual Discipline.

1. Duns Scotus.
2. Aquinas.
3. Idealism of Plato.
4. Realism of Aristotle.

## REFERENCES:

1. Augusta T. Drane—Christian Schools and Scholars.
2. Turner—History of Philosophy.
3. Newman—The Idea of a University.
4. Stockl—History of Philosophy.

## 17. Rise of the Universities.

1. Origin.
2. Organization.
3. Curriculum.
4. Methods of Study.
5. Influence.

## REFERENCES:

1. Newman—The Idea of a University.
2. Appleton's Encyclopedia.
3. Augusta T. Drane—Christian Schools and Scholars.
4. Azarias—Essays Educational.

## 18. Classical Renaissance and Humanistic Conception of Education.

1. Erasmus.
2. Reuchlin.
3. Agricola.
4. More.

## REFERENCES:

1. Augusta T. Drane—Christian Schools and Scholars.
2. Aneas Sylvius—De Liberorum Educatione—English Version: in Woodward—Vitterino de Feltra.
3. Appleton's Encyclopedia—Humanism.
4. Froude, Jas. A.—The Life and Letters of Erasmus.
5. Russell, Jas. E.—German Higher Schools.

## 19. The Educational Effect of the Reformation.

1. Catholic Leaders.  
a. Ignatius. b. The Jesuits.
2. Protestant Leaders.  
a. Sturm.

## REFERENCES:

1. Azarias—The Primary Schools in the Middle Ages.
2. Hughes—Loyola and the Jesuit System of Education.

3. Spalding—Education and the Higher Life.
4. The Educational Review.
5. Augusta T. Drane—Christian Schools and Scholars.
6. Williams—History of Modern Education.
7. Wishart—A Short History of Monks and Monasticism.
8. Rev. Eugene Magevney—The Jesuits as Educators.
9. Janssen—The German People.

#### 20. Second Resume Lesson.

1. Oral Review.
- a. How far, and in what respects, do the meaning and aim of this early Christian period correspond to the meaning and aim of education, in the modern acceptance of the term? b. Written Review.

### Part IV.—Modern Education.

#### 21. The Realistic Conception of Education.

1. Rabelais.
2. Montaigne.
3. Milton.

#### REFERENCES:

1. Phillips Brooks—Milton as an Educator.
2. Hanus—Educational Aims.
3. Rector—Montaigne's Education of Children.

#### 22. The Scientific Period.

1. Bacon.
2. Comenius.

#### REFERENCES:

1. Thos. Fowler—Bacon's *Novum Organum*.
2. Appleton's Encyclopedia—Bacon.
3. Henry Barnard—Lord Bacon—His Philosophy and Influence upon Education.
4. J. A. Comenius—The *Orbis Pictus*.
5. W. H. Maxwell—The Text Books of Comenius.
6. Butler—The Place of Comenius in the History of Education. *Proceed. Nat. Ed. Assoc.*—1892.
7. Hanus—The Permanent Influence of Comenius.

#### 23. Education According to Nature.

1. Rousseau.
2. Basedow.

#### REFERENCES:

1. Rousseau—*Emile*.
2. Gorsgen—Rousseau and Basedow.
3. Rousseau and Education according to Nature.
4. Ossian H. Lang—Rousseau and his *Emile*.
5. Ossian H. Lang—Basedow's Life and Educational Reform Work.

#### 24. Philosophical Period.

1. Locke.
2. Descartes.
3. Kant.

#### REFERENCES:

1. J. P. Monroe—The Educational Ideal.
2. Locke—*Essay Concerning Human Understanding*.
3. Turner—History of Philosophy.
4. Williams—History of Education.
5. J. L. McIntyre—Kant's Theory of Education.

#### 25. Religious or Pietistic Movement.

1. The Janssenists.
2. De La Salle.
3. The Christian Brothers.
4. Fenelon.
5. Bossuet.
6. Francke.

#### REFERENCES:

1. Henry Barnard—German Teachers and Educators.
2. Dr. E. Nohl—History of the German School System—Report of U. S. Com. Ed.—1897-1898.
3. Williams—History of Modern Education.

#### 26. Psychological Conception of Education.— The Child Study Period.

1. Pestalozzi.
2. Froebel.

#### REFERENCES:

1. Pestalozzi—How Gertrude Teaches Her Children.
2. Henry Barnard—German Teachers and Educators.
3. Froebel—Education by Development.
4. Jas. L. Hughes—Froebel's Educational Laws.

#### 27. The Period of Educational Theory.

1. Rosencranz.
2. Rosmini.
3. Herbart.  
more

#### REFERENCES:

1. Herbart—The Application of Psychology to the Science of Education—Translated by Mulliner.
2. Ossian H. Lang—Outline of Herbart's Pedagogics.
3. Wm. T. Harris—Herbart and Pestalozzi Compared.

#### 28. Evolutionary-Biological Period.

1. Change of Emphasis on the Nature and Aim of Education.
2. Herbert Spencer.

#### REFERENCES:

1. Herbert Spencer—Education, Intellectual, Moral and Physical.
2. Laurie—Herbert Spencer's Chapter on Moral Education—in *Educ. Review*.
3. Zahm—Bible Science and Faith.
4. Zahm—Evolution and Dogma.

### Part V.—American Education.

#### 29. Development of the Idea of Common Education.

1. Horace Mann.
2. Henry Barnard.
3. John Dewey.
4. Bishop Spalding.
5. Colonel Parker.
6. Wm. Harris.

#### REFERENCES:

1. Spalding—Education and the Higher Life.
2. Dewey—Psychology.
3. Harris—Reports of the U. S. Com. of Ed.

#### 30. Third Resume Lesson.

1. Oral Review.
  - a. What are the basis principles of all sound educational theory? b. What are the prevailing tendencies of modern education? c. Trace each element of the educational structure to its source.
  2. Written Review.
- Additional references, especially to periodical literature, are announced at each lecture.

General debility—failure of the strength to do and the power to endure—is cured by the great tonic—Hood's Sarsaparilla.



## Notes of New Books.

A pamphlet entitled *The Public School*, a history of common school education in New York from 1633 to 1904, prepared by Charles E. Fitch, under the direction of Charles R. Skinner, superintendent of public instruction, has lately been published. In the development of this distinctively American institution New York holds a place that ought to fill every citizen of the Empire state with pride. No one more competent than Mr. Fitch (who has been for a long time a regent) could have been chosen to tell the story of the growth of the common school. The features of the system are concisely set forth, and then follow brief biographies and portraits of the state superintendents. (J. B. Lyon Company, printers, Albany, N. Y.)

*Literary Leaders of America* is a book by Prof. Richard Burton that is intended for use in the class-room, but many will find it also an excellent book for home reading. The author's remarks on the characteristics of the various writers and their works will carry weight, as his criticisms are the result of long and deep study and thinking. There is a chapter devoted to the earlier period, and then Irving, Cooper, Poe, Hawthorne, Emerson, Bryant, Longfellow, Holmes, Whittier, Lowell, Whitman, and Lanier are each considered separately. Besides there is a closing chapter on present-day writers. Even those who have read many works on American literature will have many new beauties of these masters revealed to them by these pages. (Charles Scribner's Sons, New York.)

*A Doctor of Philosophy* by Cyrus Townsend Brady, is a dramatic story that copes more successfully with the race problem than the thousands of lectures that have been delivered for its solution. It is written in Dr. Brady's best literary style, and its characterization is almost photographic. But it is the justice with which both the white man's and the negro's side of the case is treated that is the striking feature of the book, the narrator expressing no bias either way. It is a story that cannot fail to impress every thoughtful mind, and the tragedy of its ending, but emphasizes the strength and deep-rootedness of the prejudices the centuries have engendered in the dominant race towards the race they have ruled. (Charles Scribner's Sons, New York. Price, \$1.25.)

*Sonny: A Christmas Guest*, by Ruth McEnery Stuart, with illustrations by Fanny Y. Cory.—This is a sweet and simple little story in which humor and pathos are charmingly intermingled. The child of their old age, Sonny was idolized by his parents and allowed to grow from babyhood to manhood absolutely uncontrolled. The descriptions of his childish freaks and headstrong achievements are very laughable, and the simplicity of the dear old father, who "dealt lovin'" with all the child's disagreeable conduct, is pathetic, so that the reader is kept constantly on the verge of laughter or tears. (The Century Company, New York.)

*Careers for the Coming Men* is a volume containing articles by various people who have attained eminence on the advantages held out by their respective callings for the youths of the land. For instance, Colonel Mills writes of the army, Rear-Admiral Melville of the navy, George H. Daniels of railroading, Dr. Roosa of medicine, John DeWitt Warner of law, Professor Thurston of mechanical engineering, White-law Reid of journalism, etc. The fact that the writers are specialists in their lines makes the book one of peculiar interest and value. (The Saalfeld Publishing Company, Akron, Ohio. Price, \$1.50.)

*The History of the Class of 1857 of Hamilton College* possesses a special interest not only to all of the fifty-three members, but a wide circle of friends and acquaintances. The editors, A. N. Brockway and B. D. Gilbert, have done their part well; they generously acknowledge the aid of Prof. Edward North, a man always ready to assist in any good work. Several of this class have become noted men, mainly as clergymen, a kind of workmen this college has furnished generously to the world. James Shaw Baker became and still is a member of a distinguished publishing house, that of the Baker & Taylor Company. A number of the class went into the civil war, among them G. S. Hastings and George W. Kellogg, W. M. Robinson, D. C. Van Duyn, and J. H. Woodward. The first named had much experience in military prisons. The next named has been superintendent of the Metropolitan museum for the past twenty years.

The book has many portraits and is finely printed and cannot but be a treasure to the members of this class. (Baker & Taylor Company.)

*Winning His Way to West Point*, by Captain Paul B. Malone.—The story relates to the experience of a young recruit in the Philippines after the transfer of the islands to the United States. The scenes are those of camp and jungle, skirmish and battle. For duty well performed the recruit is rewarded by an appointment to West Point. (The Penn Publishing Company, Philadelphia. Price, \$1.25.)

Every book that relates to the practice of education arouses a keen anticipation in us. The question at once arises, May not this writer have made some new and important discovery? Not always is this answered in the affirmative. Opening, we may say, every new book that discusses education, we are often disappointed that a subject so rich arouses fewer larger and more wholesome thoughts.

*Pedagogues and Parents* is one of the latest issued, and we have pursued with care its fourteen chapters. It is plainly intended as a book of comments and does not pass beyond the region of remarks. We confess that we read the introduction with interest, for some cute remarks were made there. But on turning over the pages we found that the same spirit pervaded the entire volume. There are certainly many bright things said; it is quite the style of the *Atlantic*. A thoughtful teacher will assent to the many pointed criticisms made, but the great mass are not ready to change their ways. The point of view is that of a parent who has read considerably concerning education. At almost the outset it quotes from Monroe, "The sins committed in the name of liberty, pale before those committed under the guise of education," and proceeds to show where this is about as true to-day as in any past period. We shall not deny this assertion; wholesome criticism is needed in these days, no matter if our schools have become palatial.

The new departure that so aroused the country is briefly referred to—it was simply a project of rooting out cramming and substituting nature's method. The great result was that people were set to discussing the educational question. We remember that period well, and the disdain with which the Boston teachers looked upon Col. Parker with his slouch hat. He deserves better explanation than is proposed by the author; the effect of his "Talks on Teaching" has not abated yet.

The curriculum given by the "fifteen" is spicily commented on. We do not find in this volume (tho it probably is in it, for the author intends to cover the entire ground) that the real question that underlies education is that of liberty. Now a curriculum is not to fetter the teacher. It says, "Teach this and that and nothing else." The first of these that attracted attention was "got up" in Chicago. It laid out the work of each class in each book; in the reader the class was to read from page to page—and so in arithmetic, geography, grammar, history, and other studies. Now the curriculum that the fifteen evolved had a value beyond this. It is well enough to lay out a general plan; it is wholly wrong to demand that every teacher of a certain class in a city shall do absolutely the same work.

But we have not yet got to the question of pedagogical liberty, because there is a book of pedagogical liberty, and, then, too, there are not institutions enough to furnish teachers qualified to be left to teach as they please. But that is the goal towards which we are aiming. When one visits the schools of a city he at once encounters one or more superintendents; they are persons who are set to watch the teacher to see that she lives up to the curriculum. This body of men is necessary because the teacher lacks judgment.

As we have remarked at the beginning, the book is full of very bright comments and criticism, even if the plan criticised cannot be changed. Education, as we practically define it, is the learning of certain things such as language, numbers, etc. Just what can be done with a class of forty (sometimes sixty) in these matters is the practical question the teacher has to answer. There must be drill for the slow ones and too often this is an injury to the rest. This fact the teacher understands perfectly well, but there is no other way.

We should like to linger over other points, but time will not permit; let it suffice to say that no teacher but will be aided by reading the conclusions and criticisms of the parent. No matter if the suggestions made seem impracticable; possibly they are not so. (Henry Holt & Co.)

The old idea was simply to teach the child to read—to enable him to master the mechanism of words; if he could pronounce the words in a sentence one after another he was declared to have learned to read. We have said this was the old idea, but it is the idea still possessed by most primary teachers. It may be added here somewhat parenthetically that thirty years ago *THE JOURNAL* urged this point that the teacher should not only impart the power of reading but direct the new power, so that the pupil would not waste it on worthless and injurious books. This caught the attention of Mr. H. O. Houghton and led to the publication of a large and delightful series of books for school children. This has been followed by many other publishing firms, and the result is that there is a literature for youth of surpassing excellence under the general title of "supplementary reading."

The newer idea relating to the teaching a child to read involves more than a mastery of the mechanical ability to name the words in a sentence. Coleridge said that an educated man would be able to affect intellectually his companion if they stood accidentally under a doorway in a brief summer shower. Now the teacher is the companion of the child for four or five hours of the day, and it is a good question to ask whether she influences its intellectual growth besides imparting certain arts, as those of language and numbers.

This is what the New Education demands, and the difference between that and the Old Education lies in the recognition of this larger field of the teacher's work.

These remarks are made as needful to disclose the central thought in the *Culture Primer*, by Mrs. Kenyon-Warner. The teacher is to select a theme and (as we may say) discuss it with the child; in this book mother love is chosen. Instead of thinking about a number of things, one subject is presented. An entire composition is told the child—the first chosen is the eight lines of "Rock-a-by, baby." They are familiar with the oral words already; the teacher puts the written on the blackboard and they sing them to a pretty tune. They quickly become familiar with the written forms and thus they easily become familiar with twenty written words.

This Mrs. Warner terms the "natural method;" it is the "word method," too, with a variation dictated by a wise knowledge of child nature. After fifteen or sixteen similar lessons have been given the teacher writes the words in columns on the blackboard (as Rock-a-by, old woman, &c.) and asks the children to recognize them in this new position and to give the associated words. The first effort was to "accumulate a vocabulary, the second is to resolve and recombine the forms learned."

That this method will produce readers is clear enough, but it requires skill in the teacher. Besides presenting words and requiring them to memorize the names of their written forms she must aim to cultivate the intellects of the class; they must observe resemblances and differences; they must be initiated into word structure; they must be taught to analyze words into parts. The word method as it is usually followed does none of these things, it simply loads up the memory.

To have courageously set before herself the task of inducing teachers to be more skilful in aiding the pupil to read, Mrs. Warner deserves the highest praise. For the whole tendency of education is towards a mechanical procedure. The book is really a disclosure of a truly scientific educational method. It will cost effort, thought, labor to teach reading in this way, but it is the method by which all true teaching is done whether it be of language or numbers. We need only add that the illustrations and printing are most attractive and worthy of the publishing house. (D. Appleton & Company.)

We have a sincere pleasure in examining *Lessons in Vocal Culture*, by S. S. Hamill because he is a master of the subject treated of and it is one that should be of vital interest to the teacher. In few schools is there little if any attention to vocal culture. The pupil is taught mechanically to read; his voice is left in the same condition as before. This book grasps the above conditions and proposes a practical remedy. It is so admirable in arrangement that any ordinary teacher can apply its principles as he teaches his class in reading. But this volume has the marked feature of retaining the naturalness that is essential; the author well understands the neglected field. He proposes that culture should be employed on the voice and thus the pupil learn how to interpret what he reads. Education is really an interpretation; it employs force, tone, stress, pitch, movement, inflection, pauses, position, breathing and articulation to cause expression. Reading ordinarily is destitute of expression of thought and feeling. (Eaton & Mains.)

A unique book, surely, is *Smiles in Rime* by E. W. Mumford. On one page is a rhyme illustrated and on the other a title and the first line of a stanza on the completion of which the reader may try his apprentice hand. The rhymes and drawings contain more or less genuine fun. The book is resplendent in tinted paper, colored pictures, and artistic cover. (The Penn Publishing Company, Philadelphia.)

*The Romance of Modern Locomotion*, by Archibald Williams.—To the ordinary observer there would not seem to be much romance about so practical a subject as railroading, but after reading this author's account of the dangers, difficulties, and triumphs connected with these great enterprises, he will frankly acknowledge that the title is not a misnomer. No story of Round Table Knight or Crusader is more engrossing than that of the laying down of the great iron bands that span wide portions of the earth surface, including mountains and deserts. Mr. Williams tells about railroads in the United States, Canada, Great Britain, continental Europe, Africa, and elsewhere; also about mountain railways, fighting the snow, how life is protected, signaling the locomotive, the railway in war, the electric railway, and many other things. The illustrations consist of many page half-tone plates made from photographs. (J. B. Lippincott Company, Philadelphia.)

*The Strategy of Great Railroads* is the title under which Frank H. Spearman has written the history of the wonderful development of a great branch of American industry. It is a name that is suggestive of war, and as far as the process of consolidation of the big railroads is concerned it is not a misnomer. The author has related the story in a straightforward way, and has described the extent and resources of the great railroad systems at present. Among these systems are the Vanderbilt lines, the Pennsylvania

system, the Harriman lines, the Hill lines, the Gould lines, the Rock Island system, the Atchison, and the Big Granger lines. Besides he tells about the fight for Pittsburgh, the rebuilding of the American railroad, the first transcontinental railroad, and early days of railroading. Maps are given, showing the extent of each of the systems. (Charles Scribner's Sons, New York. Price \$1.50.)

*When Little Boys Sing*, by John and Rue Carpenter, is one of the handsomest artistic books of the season. Its size is 10½ by 14 inches, and the binding is pretty and showy. It consists of a white back with a design comprising a white background set with roses, with the title and authors' names in the center in white. The contents of the book is of a very attractive character. There are a dozen songs such as little boys will enjoy, with music and appropriate colored pictures. (A. C. McClurg & Company, Chicago.)

Dean Hodges of the Episcopal Theological school at Cambridge has written a little book which he calls *When the King Came*. It is the gospel narrative in the form of stories arranged in chronological order, according to the best conclusions of modern scholarship, so as to give a clear view of the events and teachings of the life of Christ. The purpose of this book is to bring the past into the present, and to make it all alive and real. These stories, in manuscript, have for ten years stood the test of being read aloud to children and are now for the first time offered to the public. (Houghton, Mifflin & Company, Boston. Price, \$1.25.)

*Health, Strength, and Power*, is the title of the new work by Dr. Dudley Allen Sargent, who has spent thirty-five years of his life in the advancement of physical culture, twenty-five of which as the director of Harvard's Hemenway gymnasium. His numerous articles and papers on physical training are well known, as well as his many inventions of the modern system of gymnasium apparatus, which have been adopted all over the world. In this work of 280 pages, Doctor Sargent has aimed to make physical training more popular by devising a series of exercises which require no apparatus whatever. It is profusely illustrated with half-tone illustrations from original photographs furnished by the author. The book does not appeal to the athlete or student in whose life physical activity plays a considerable part, but to those who lead a sedentary life, whether man or woman. At this time, when the benefits of outdoor living and breathing pure air are being agitated, the simple exercises, when followed as here described, cannot but be found beneficial to the highest degree. (H. M. Caldwell Company, New York and Boston.)

In *New England in Letters*, Rufus R. Wilson takes the reader on a delightful journey to the towns and hamlets hallowed by having been the birthplace or home of those immortal men and women who have made the world better by having lived in it. Under his skilled guidance one sees with the mind's eye the favorite haunts of Emerson, Lowell, Whittier, Longfellow, Celia Thaxter, Harriet Beecher Stowe, Lucy Larcom, and scores of others who have bequeathed us a priceless legacy of literature, and beholds the environs where were enacted some of the most thrilling deeds in American history. The book teems with such charming quotations, anecdotes, and allusions concerning the gifted sons and daughters the rugged soil of New England has borne or nurtured that one longs for a closer acquaintance with those who inspired them. It is a book that will incite the reading of other books. Mr. Wilson's style is easy and natural, and the narrative is free from irksome detail. (A. Wessels Company, New York.)

Edward S. Ellis' latest historical story, *Patriot and Tory*, has its scene laid principally at Monmouth Court House, New Jersey. Two brothers, one of whom is fighting on the side of the patriots and the other for King George, are central figures in the story. The boy hero is captured by the British and narrowly escapes being shot as a spy. General Washington, Molly Pitcher, General Lee, and other historical characters are introduced. (Dana Estes & Company, Boston. Price, \$1.25.)

*The Young Vigilants*, by Samuel Adams Drake, is a story of youthful heroism. Walter Seabury saves a train from being wrecked, and later prevents a young woman from drowning. He is wrongly accused of crime and goes to Alaska, where he finds the real criminal and forces him to return the money. The last chapter finds him with all his troubles ended and with home and wife. The book is illustrated by L. J. Bridgman. (Lee & Shepard, Boston. Price, \$1.25.)

All who read "The Little Foresters," by Clarence Hawkes, will pick up his latest contribution to the Twentieth Century Juveniles, *Stories of the Good Greenwood*, with eager anticipation. Again the scene is the woodland and field, and the characters are the small citizens of this out-door community. We become acquainted with the family of Mother Fox; we read the tragic tale of the pet coon that grew wild again; we watch the drummer of the woods, etc. The author certainly puts his observations of nature in a delightful form. It will help young people to take an interest in common things. The illustrations are by Charles Copeland. (T. Y. Crowell & Company, New York. Price, 60 cents net.)



## In and Around New York City.

The budget committee of the board of education made its report on Dec. 22 to the executive committee of the board. The report says that after the salaries of teachers have been paid, only \$994,227 will be left in the general school fund for new teachers, evening schools, lectures, vacation schools, and recreation centers. The committee says that it has therefore been obliged to make reductions in the various activities under the control of the board, to the detriment, in its opinion, of the educational system. These reductions are tentative, however, and are made without prejudice, to requesting further appropriations from the board of estimate.

The Male Principals' Association of New York City, which includes in its membership ninety per cent. of the principals of the greater city, has forwarded articles of incorporation to Albany. The papers were signed by Principals John Doty, John P. Conroy, and William O'Flaherty, of Manhattan, Walter B. Gunnison, Cornelius D. Fleming, Thomas O. Baher, and Lyman J. Best of Brooklyn, William P. McCarthy of the Bronx, John Melville and John J. Quigley of Queens, and John J. Driscoll, and A. Hall Burdick, of Richmond.

The East Side Civic club has appointed a special committee to investigate the proposed shorter school day for the children in the first two classes. The club is understood to be opposed to the plan.

The board of examiners has appointed Feb. 6, 7, 8, 9, 10, 13, 14, and 15, for examinations for licenses to teach in the vacation schools and playgrounds, and in the recreation centers. The subjects will be distributed over this week of examination days.

On Feb. 15 and 16 the board of examiners will conduct an examination for special teachers of drawing and constructive work in the public schools. The examination will be upon drawing in charcoal from the cast, painting in water colors from still life, drawing in pencil from the draped model and from still life, orthographic projection and working drawings, and theory and practice of manual training, including methods of instruction in free hand and mechanical drawing, clay modeling, paper work, color and design. There will also be a practical test of ability to teach, and in both the written and oral examinations, the candidates' English will be carefully noted.

At the December meeting of the City College club, Mr. John S. Roberts read the paper of the evening, "The Public Schools of the Lower East Side," which was afterwards discussed by many of the members. The club passed resolutions of congratulation upon the election of Henry N. Tift, '73, to be president of the board of education and therefore ex-officio a trustee of the college, and on the election of Judge Julius M. Mayer, '84, as attorney general of New York. A committee of five was also appointed to co-operate with the committee of the alumni in general college work.

On Dec. 15, Harold H. Brown, instructor in freehand drawing, gave the first of a series of talks at the Stuyvesant high

school on the practical applications of such drawing. He compared the speed and lavishness with which our daily newspapers are illustrated with the paucity of pictures in the average European newspaper. The boys were greatly interested in his explanation of how the flood in the Subway which had delayed some of them that morning could be pictured in the afternoon editions of the same day.

On the afternoon of Dec. 15, about four hundred parents of the pupils attending school No. 103, Manhattan, attended a meeting in the school building. Prin. Thomas J. Boyle welcomed them and spoke on "Home Study." In the discussion which followed many of the parents took part. Master Edward Lamoreau, of class 8B described the work of the school athletic association. Addresses were also made by District Supt. John Dwyer, Dr. H. L. Brennefeld of the local board, Commissioner Samuel Stern, and Dr. Haney, director of manual training. The girls of the departmental classes served refreshments, and songs and recitations were given by the Girls' Glee club of the 8B class, assisted by alumnae of the school. The work of the manual training department of the school was on exhibition.

The alumni of the Morris high school held a reunion and dance at the Leslie rooms, Broadway and Eighty-third street, on the evening of Dec. 23. Invitations were sent to all the graduates of the high school. The association has at last secured permission to use the school building for its regular meetings.

On Dec. 23, at school No. 27, 206 east Forty-second street, Manhattan, Dr. P. H. Grunenthal, principal, there was a most interesting distribution of medals and prizes, and other Christmas festivities.

Miss Elene Foster, the well-known reader, was the guest of the Girls' Technical high school, Dr. William McAndrew, principal, on Dec. 15. Miss Foster read a series of selections from Eugene Field.

Commissioner M. Dwight Collier recently visited school No. 160, Charles F. Hartman, principal, and gave an interesting talk to the boys of the graduating classes.

At the Christmas exercises at school No. 26, on West Thirtieth street, Manhattan, J. King Clark principal, Oscar Krause, secretary of the local school board, presided, and presented as a Christmas gift, a handsome sum for the purchase of pictures for the school.

Director H. C. Bumpus, of the American Museum of Natural History has decided to resume in March the lectures to school children given at the museum, which were so successful this fall. The lectures were inaugurated by the museum at the suggestion of the New York City Teachers' Association.

Public school No. 39, at 230 East 126th street, Manhattan, was formally dedicated on the morning of Dec. 22. An historical address was delivered by Hon. Alexander P. Ketchum, who was graduated from the school in 1853, and the other speakers were Commissioner Richard H. Adams and Mr. Marcus Moses, chairman of the local school board.

The teachers of the Brooklyn kindergartens have decided not to press their claim for the sixty dollars a year bonus to which they are entitled on account of teaching mixed classes. They held a meeting during the second week in December, and Prin. Charles O. Dewey, chairman of the law committee of the Brooklyn Teachers' Association assured

them that the association was ready to present the matter to the board of education, and, if necessary, to carry the claims into the courts, but he advised against such action, as it would probably lead to a reorganization of the kindergartens. The kindergartners accepted Mr. Dewey's advice, considering that a reorganization would probably prove detrimental to the kindergartens.

The kindergarten teachers in Manhattan and the Bronx have laid their claims before the committee on by-laws of the board of education, but that committee has as yet taken no action on the subject.

It is understood that the committee on by-laws of the board of education, at its meeting of Dec. 20, decided that the increases of salaries for teachers, as provided for under the Davis law, shall begin hereafter on the exact anniversary of the beginning of the teachers' service. If this decision has been reached, it will render unnecessary the consideration of the legality of the existing by-law, thereby superseded. The question as to the proper interpretation of the Davis law was raised when Auditor Cook held up the November increases of teachers who had begun service on the first school day of the month in some preceding year, but who had been certified for the increase on the first calendar day of the month.

President Finley, of City college, has discussed informally with his faculty the problem presented to many boys of the lower east side by the removal of the college to Washington Heights. Dr. Blaustein of the Educational Alliance has brought to Dr. Finley's attention that there are many boys who desire a college education, who are unable to afford ten cents car-fare a day, in addition to the amount required for lunches. It has been suggested either that a fund be asked for, the income of which would be used for this purpose, or that the street railroad companies be requested to reduce their rates of transportation in this particular case.

At the meeting of the Bronx Teachers' Association on Dec. 15, the entire question of absence deductions was referred to the committee on teachers' interests, when appointed. In the discussion it was claimed that, under the city charter, the only right the board of education has to deduct for absence is to maintain the pension fund, and as that fund now amounts to \$964,000, there is no reason for the enactment of more stringent rules. It was also maintained that the superintendents had no right to adopt absence rules, but that such power lay exclusively in the board of education.

President Childs stated that the association now numbers more than five hundred members. The discussion over the motives for forming the association which has lately taken place in the public press, was generally regretted.

A meeting of instructors in the high schools was held during the second week in December, which was largely attended, and at which dissatisfaction was expressed with the technical course prescribed for the high schools. It was felt that the non-essentials were crowding out the so-called essential studies. Thus it was pointed out that biology and Roman and Greek history were put down as required work, whereas stenography was not included, even as an elective course, in the first year. And this, notwithstanding that stenography is being taught in the last year of the elementary schools.

A protest will be drawn up and presented to the board of education. This, of course, does not apply to the High School of Commerce or the Brooklyn

The editor of a New York medical journal says: Antikamnia tablets have been used with very favorable results in headache, neuralgia, influenza, and various nerve disorders. No family should be without a few five-grain tablets of this wonderful pain reliever. Two tablets for an adult is the proper dose. They can be obtained in any quantity from your family drug store.

Commercial high school, where an entirely different course of study is in force.

The pupils at the public school on the corner of One Hundred and Tenth street and Third avenue are grieving over the death of "Aunt Rosa" Solomon, the candy woman, who, every day, fair or stormy, for many years, has taken up her post near the school building at three o'clock. "Aunt Rosa" replenished her stock as usual on Dec. 20, and then, going into a doorway to rest, died suddenly of heart trouble.

Mrs. Solomon had three grown children amply able and desirous to provide for her, but her love of seeing the children kept her peddling from her little candy cart year after year.

Justice Dickey, of the Supreme Court, sitting in Brooklyn, has granted a peremptory writ of mandamus, requiring Superintendent Maxwell to recognize Augusta Carlstrom as a regular teacher. Miss Carlstrom was appointed in 1891 in Long Island City, and from 1893 until this year was teaching in school No. 7, Queens. Superintendent Maxwell dropped her from the school rolls without the formality of a trial.

### City Teachers' Association.

The New York City Teachers' Association, at its meeting on Dec. 20, adopted resolutions appealing to the board of education to secure a more equitable administration of the by-laws and the statutes which relate to deductions for absences.

The resolutions were adopted at the recommendation of the committee on teachers' interests, which submitted an elaborate report.

The report recalls that the city charter gives to the board of education the general "care and management" of the pension fund, which derives its chief support from five per cent. of the city's share of the excise tax. The deductions from the salaries of teachers who are absent from duty is only to make up a deficit in this fund.

The committee says that the by-laws of the board of education governing deductions for absence are entirely just and fair, permitting excuses upon conditions which preclude any possibility of abuse, since applications for excuses must be indorsed by the principal, district super-

intendent, and local school board, and accompanied by a physician's certificate. But around these by-laws the board of superintendents has built up a system of rules which virtually nullifies all the provisions by which teachers may properly be excused for absences.

The report also draws attention to the facts that the school teachers are the only set of city employees who are not allowed absence with pay, and it says that if, as is reported, the board of superintendents insist upon these deductions as a measure to maintain discipline, that thereby the deduction is converted into a fine, and by the charter fines can only be inflicted by the board of education.

The committee finally makes the rather sensational statement that it is informed that sums withheld from teachers are not always paid into the pension fund, notwithstanding the mandatory directions of the charter, on the excuse that the teachers who are excused for absence without pay are, temporarily, out of the system and the charter applies only to those who are within the system.

Chairman Chatfield, from the committee on school work, reported that the committee intended to provide a course of lectures on the subject in which there was a scarcity of teachers in the evening schools. Such subjects were cooking, millinery, stenography, and bookkeeping.

The committee on children's interests recommended the printing of a report of the illustrated lectures to children conducted at the Museum of Natural History. It was also suggested that the association give what assistance it could to the national committee on child labor.

### Principals Discuss Economy.

A meeting of the representatives of the various associations which will appear before the committee on economy of the board of education to protest against the proposed abolition of the clerical force in the schools, was held on the evening of Dec. 15, in the hall of the board.

It was declared that in large schools an undue number of teachers, in some cases sixteen or eighteen, would be released for clerical work, of which there would not be enough to keep them employed, while in the grammar schools, if the present force was removed, there

would be no means of getting the clerical work done, as the proposed plan of the committee would not provide any of the teachers in such schools with additional time.

The economy of the measure was questioned also. The saving, of course, would not be in the salary of the present additional teachers who were performing the clerical duties, for they would be returned to class work, but in the salaries of the new teachers who, by reason of the return of these "additional teachers" to their position as class instructors, would not have to be appointed. But the "additional teachers" perform the duty of substitutes whenever these are needed at present, and if their services were not available for this, then extra substitutes would have to be hired, as the one and a half hours which the first and second grade teachers would be released under the proposed plan would not enable them to act as substitutes.

Prin. Lyman J. Best, president of the Interborough council, was directed to present to the committee the suggestions of the principals as to where economy could better be practised than in the destruction of the clerical force. The general sentiment was that, first, an appeal should be made to the board of estimate for an increased appropriation, it being thought that if that board saw a real determination on the part of the board of education to economize, relief would be granted. If, however, such an appeal proved unavailing, the principals thought that all the facilities for educating the children should be preserved intact, and that the saving should be made at the expense of the most recent additions to the system.

It was also suggested that economy could be practised in the special fund, and it was charged that there was much extravagance in the janitors' supplies.

### Economy Hearing.

The committee on economy of the board of education listened to Pres. Lyman J. Best of the Interborough council, on the morning of Dec. 17, when in behalf of a committee of that body, he urged that the board of education meet the \$944,000 cut in the education estimates for the coming year, without injuring the school system.

Principal Best advocated, before any

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curtailment was attempted, that another appeal should be made to the board of estimate and apportionment, and if that appeal proved fruitless, that the education authorities go to Albany, and ask the legislature to restore the law by which the schools were given four mills of each dollar derived from the tax on property. The rate is now three mills.

If, however, there must be a pruning, he hoped that the board would strike first at the non-essentials, and spare the regular school system. Thus the free lectures, for which \$170,000 had been asked, might be reduced, and the substitute teachers might receive smaller salaries. The recreation bureau could very well afford a cut in its estimate of \$217,000, and the special teachers and evening schools could be left on their old footing, instead of being extended in operation. By these reductions, Mr. Best, estimated that \$750,000 could be saved, enough to prevent any necessity for impairing the efficiency of the primary and high schools.

#### Dinner to Principal Robinson.

Former pupils of John D. Robinson, the veteran public school principal, gave a testimonial dinner to their old teacher on Dec. 15, at the Hotel Astor. Mr. Robinson began to teach at the age of sixteen at a salary of fifty dollars a year, and has since served as teacher and principal in many schools, all of which were represented at the dinner.

Howard B. Goetschius was toastmaster, and John D. Crimmins was the first speaker. Former Borough President Cantor followed Mr. Crimmins, and said that there were many things inflicted on the boys and girls in the public schools to-day of which he did not approve. Mr. Cantor declared emphatically that he considered that the public school system when he was a boy better than the public school system of to-day.

Former Superintendent of Schools John Jasper spoke in a similar vein. He said that on the east side children were taught to read music at sight, but were deficient in the multiplication table.

Mr. Robinson, when he thanked the diners for their tribute, received loud cheers.

Among those present were Judge McMahon of the Court of General Sessions, Magistrate Flammer, State-Senator-Elect Saxe, William J. Campbell, Assistant Superintendent of Schools John Reisenweber, and other well-known men.

#### Courtesy at Columbia.

Kingdon Gould, eldest son of Mr. George J. Gould, the railroad capitalist, and grandson of the late Jay Gould, is a freshman in the School of Mines of Columbia university, and occupies the appropriate office of treasurer of his class. It appears that the sophomores of this great university have the custom of kidnapping some officer of the newly entered class, and after keeping him in confinement during part of a day, of making him appear at their annual dinner, there to go thru various humiliating antics for their delectation. Young Gould was selected this year as the victim, and on the morning of December 21, as he was walking from the campus to his fraternity house he was pursued by a crowd of sophomores, intent upon capturing him.

Mr. Gould had heard of their intention and had provided himself with a revolver. After vainly endeavoring to flee from his assailants, he turned and threatened

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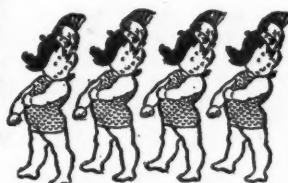
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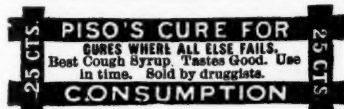
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to fire if they continued to advance. The sophomores, not thinking that any freshman would dare to defend himself, continued their pursuit. Thereupon young Gould fired, albeit into the air.

Columbia university is reported to be much stirred up over the matter, and the New York newspapers have, on account of the prominence of the freshman's family, daily devoted columns to the incident. President Butler, of Columbia university, has written to Prof. Frederick R. Hutton, dean of the School of Applied Science, asking him to make a complete investigation of the affair. It is hinted that suspensions may be the result.

In a general fight of the freshmen and sophomores on the night of December 21, the glass in the subway station at Broadway and One Hundred and Sixteenth street was wrecked, and the Broadway cars held up for half an hour.

### Recent Deaths.

Monmouth H. Close, first assistant and for many years acting principal of school No. 55, Manhattan, died on Dec. 10, at his home in Bound Brook, N. J. Mr. Close taught for thirty-four years in No. 55, and since his retirement in 1899 had been a frequent visitor to the school.

Prof. J. L. Budd, for twenty-two years the head of the horticultural department of the Iowa State Agricultural college, and one of the best known pomologists in the world, died on December 20, at San Antonio, Texas. Professor Budd spent two years studying the fruit trees of Siberia for the United States government.

Conrad Wesselhoeft, a homeopathic physician of national reputation, and one of the original faculty of the Boston university medical school, died in Boston on Dec. 17. Dr. Wesselhoeft was formerly President of the American Institute of Homeopathy.

### Chicago Notes.

At the meeting of the committee on school management of the board of education during the first week in December, the present system of janitor and engineer service in the schools was strongly condemned. The Rev. R. A. White spoke strongly in favor of revolutionizing the entire system, and Mr. Dudley, another member of the committee, denounced the conditions as disgraceful. Mrs. Keough brought up the matter, declaring that the janitors hired children under fourteen years of age to clean the schools, and paid them a dollar and a half a month.

As the subject is one over which the committee on buildings and grounds has control, Mrs. Keough was appointed a delegate to lay the facts before that committee, and urge it to take some action.

An executive session of the special committee of the board of education, which is to recommend legislation for the public schools of Chicago in the new city charter, was held on Dec. 13, in the office of the president of the board. Frank M. Sargeant, director of normal school extension work, was appointed secretary to the committee, and instructed to obtain data on school laws from all the principal cities in the country.

Miss Jane Addams of Hull House delivered, on Dec. 20, the convocation address to the winter graduating class of the University of Chicago. Miss Addams is the first woman ever invited to act as convocation orator. The subject was, "Modern Immigration, a Field Neglected by the Scholar."

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### Literary Items.

The *Century* will publish early in the year articles which are now under way describing the results of Luther Burbank's experiments in fruit and flower breeding. These experiments have resulted in edible cacti, the white blackberry, the plumcot (a cross between a plum and an apricot) and a wide variety of seedless fruits, together with other vegetable wonders too numerous to chronicle. It will be recalled that at its recent meeting, the Carnegie institution made a special ten-year grant to Mr. Burbank.

Ginn & Company announce that they will shortly publish an edition of Addison's essays by Prof. Barrett Wendell, of Harvard, who is now lecturing on American Institutions at the Sorbonne, in Paris. The edition will be, of course, scholarly, but it can be confidently expected to be something more. Even as an editor Professor Wendell is sure to find an opportunity to be inspiring and entertaining. If he edited a Greek grammar he would manage to make it fascinating. It is to be hoped that this new work will make Addison more widely read in America.

The January *Century* contains a highly readable article by Miss Helen Keller, "A Chat About the Hand," in which this young lady, accomplished in spite of her blindness, deafness, and dumbness, tells how she "sees" with her fingers.

A. S. Barnes & Company have recently published a translation of "The Journey



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of Coronado" by George Parker Winship. It seems odd that while the expeditions of De Soto are so widely celebrated, there is such scant attention paid to Coronado's careful exploration. If he did not discover the Mississippi, he was the first European to explore the Rocky mountain region, and that surely was no mean achievement.

### Hampton Nature Study Bureau.

Owing to a decrease in the funds of the Hampton nature study bureau, it has been found necessary to discontinue the free distribution of leaflets. Southern teachers desiring to remain on the mailing list will please remit at once 25 cents in stamps, which will pay for one dozen leaflets beginning with No. 15. Back numbers also 25 cents per dozen to Southern teachers. Price to subscribers in other sections 50 cents per dozen. Single copies 5 cents to all applicants. No. 16, 10 cents. The publications of the Hampton nature study bureau includes:

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Assets, December 31 .....	\$14,480,480.80	\$33,590,999.39	131.97
Amounts Insured, Dec. 31 .....	\$83,760,969.00	\$169,668,456.00	102.56
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